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ABSTRACT

Strategies, materials, techniques, and practices actually utilized to alleviate crisis conditions and to promote constructive school atmosphere in integrated schools in New York City are described in this report. The activities detailed here were developed as part of New York City's Easing Student Adjustment Program, but they are suitable for adaptation to other school environments, including those not confronted with crisis or racial tension. The report describes the program, lists effective human relations practices for schools, catalogues ways to prevent and intervene in crisis situations, and lists specific materials for school human relations programs. The authors believe that the key to successful human relations and, hence, to tension reduction, is involvement of students, parents, school staff, and members of the community. (Author/DS)

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FOCUS ON CRISIS PREVENTION

MANUAL for School Administrators and Student Activities Personnel

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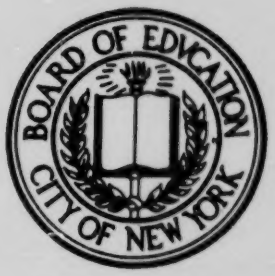

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
HIGH SCHOOL DIVISION

A report of the Human Relations Component of the "Easing Student Adjustment" Program funded by a grant from the Emergency School Aid Act, [E.S.A.A.].

EA 010 172

FOCUS ON CRISIS PREVENTION: A MANUAL FOR SCHOOL ADMINISTRATORS AND STUDENT ACTIVITIES PERSONNEL

A report of the Human Relations Project of the "Easing Student Adjustment" Program funded by a grant under the Emergency School Aid Act, (**E.S.A.A.**).

NEW YORK CITY BOARD OF EDUCATION

August 1976

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A WORD TO THE READER ABOUT THE USE OF PRONOUNS IN THIS BOOK

Much criticism has been focused recently on the fact that our heretofore conventional use of pronouns does not adequately reflect the role of women in our society.

Thus, where reference is made either to a man or a woman, we use the pronouns *he, him, himself.* It should be understood that both are indicated.

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PREFACE

The one hundred and eleven public high schools of New York City serve over 300,000 students from a tremendous variety of ethnic and economic backgrounds. In such a vast system, helping young people learn to accept and respect each other's differences and to appreciate common aspirations and needs consitutes a formidable challenge to which the system is continually responding.

This manual reports on the human relations programs of thirteen Emergency School Aid Act (ESAA) Schools. The experiences at these schools provide an additional perspective for promoting positive intergroup relations at high schools.

The material and activities herein obviously must be tailored to the needs of an individual school. Thus the approaches outlined in the manual are not policies of the Board of Education but a summary of the experiences of thirteen schools and are offered in that light.

The High School Division expresses its gratitude to the ESAA staff, the Office of Student Affairs and to the schools which participated in the program.

SAMUEL POLATNICK
Executive Director

A MESSAGE FROM THE PROJECT DIRECTOR

The High School Division's ESAA program, Easing Student Adjustment, was developed to anticipate and meet some of the problems stemming from the continuous efforts of the New York City Board of Education to promote quality, integrated education in its schools.

The program was designed to utilize an interrelated, multi-component approach towards meeting the needs of students, parents, schools, and communities which were in the process of developing more effective integration procedures. Involved were guidance, attendance, and remediation services, as well as the human relations component described in detail in this study.

These schools that have been involved in the program have expressed the belief that it is this type of total aproach and commitment that is essential if integration is to be more than just a statistical definition.

WILLIAM JUSTIN
Project Director

FOREWORD

One wag has suggested that school personnel characteristically cope with problems by the process of denial. Teachers deny that they have discipline problems, principals give the cheeriest of reports to parents and central administration. Superintendents never admit the existence of any problem that cannot be managed by their office, given enough funds to be sure. Finally, boards of education have the unenviable reputation among newspaper reporters of being the most reluctant of all public agencies when candid information is sought. It is, therefore, worthy of more than usual comment and commendation when a publication such as this appears with the imprimatur of the largest school system in the country. May its standard of candor about conditions in modern urban secondary schools serve as a model for the hundred or more cities that have similar problems, but have not as yet seen fit to speak openly and honestly about what needs to be done.

The following manual contains many valuable and useful suggestions, specific proven resource material, and descriptions of appropriate processes which school personnel should find of practical use. The manual requires careful study and application. Above all, suggestions contained herein must be adapted to local conditions which always differ in nature and character — of faculty, student body, administration, physical plant, and the like. Mechanical application of its contents can backfire and, what is even worse, first-rate practices once misused or improperly presented lose their novelty so that a second introduction meets massive resistance. The Tension Barometer, with which this writer is familiar, is a clear case in point.

The authors of the manual have been wise in insisting upon a social system approach to the resolution of school intergroup problems. The creation of constituent committees comprising administration, faculty and students merits particular attention. The case study on page 12 is a clear confirmation of the wisdom of the approach. One fruitful way of using this manual is to start with reading the case study because it is a beautiful example of the success of the intervention by the two units of the board of education.

The use of a social system approach makes essential the selection and training of a school liaison who can operate as the school's internal consultant on intergroup problems. No amount of external Central Administration input will suffice if the school itself is not capable or willing to provide this essential link between outside expertise and internal application. The manual stresses this organizational approach and gives it explicit direction.

National experience in this field has not only underscored the need for a local school cadre, but has demonstrated the success of a combined effort linking the local school with a system-wide or area-wide team of considerable sophistication in diagnosis and problem-solving in school tensions and conflict areas. This sophistication extends beyond a reactive capability and includes a facility in installing a pro-active or preventive program. New York City appears to be on the way toward this accomplishment, judging by the contents of this manual.

A final comment on one area of continuing difficulty — still an unresolved problem not only in New York City but elsewhere as well where some procedures similar to the Constituent Committees have been installed. This is the reluctance of teachers to recognize and sit down with students who have been a major factor in disruption and even attacks against teachers. This leads to the teacher group not being effectively represented on the governance body. In some cases teachers have selected persons whom they trust to represent them, but these occasions have been rare. This is still a problem the New York City Central Team has to work on. So do other systems which have begun to experiment with similar interventions.

MAX BIRNBAUM
Director
Boston University
Human Relations Laboratory

I. THE EASING STUDENT ADJUSTMENT PROGRAM

Human Relations Component
An Overview

A. INTRODUCTION

Two students collide in the hall. Hours later two groups of students begin to fight in the schoolyard. The next day, and several fights later, tensions have risen to the point where parents are calling the school for information about "the riot" and students are leaving classes early to join their friends. Groups of students go home early, fearing to return or vowing to bring weapons to school the next day. Effective education ceases and the lines of battle are drawn.

The spectre of this increasingly common sequence of events haunts administrators, parents, teachers and students. Violence in our society, and in our schools, is becoming more and more common. In some schools the bulk of administrative time is spent preventing violence from becoming schoolwide. Little time is left to spend on educational matters or to make concerted efforts to provide positive guidance, or to develop programs to improve intergroup and interpersonal relations.

The conditions described are, in part, the reason that the New York City Board of Education requested funds from the Federal Government through the Emergency School Aid Act (ESAA) for a special human relations component which was part of the "Easing Student Adjustment" Program.*

There were other conditions which demonstrated the need for corrective efforts:

1. Fights among students very often lead to racial conflict, even when not racially motivated, if the combatants happen to be of different races, or if false rumors of racial conflict spread.
2. Racial conflict and disruption have increased in the junior high schools, very often as a reflection of tension in neighboring high schools.
3. The white adult community has felt increasingly "beleaguered" by the desegregation process. They feel that "busing" threatens the quality of education in "their" schools, destroys the concept of neighborhood schools, and increases the pressures to move out of the community.
4. Student hostility, violence and racial disruption have grown as parental and community fear and aggressiveness have increased.

It is increasingly noticeable to the Human Relations Staff that there is now an almost casual acceptance of violence and violent behavior as the price of attending school. Minority group students frequently feel they are despised. The hostility they perceive inhibits their ability to learn, since "survival planning" occupies much of their energy. Rumors of a racial nature are a causal factor in many racial incidents. A cycle of retaliation for real or rumored attacks frequently follows. While students may feel relatively safe in school, most students feel uneasy in the surrounding neighborhood.

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*The "Easing Student Adjustment" Program included components in remedial math and reading, attendance, guidance and human relations for thirteen desegregated high schools in New York City in an effort to prevent minority isolation and promote effective integration.

Human Relations Project

In an effort to deal directly with these conditions the New York City Board of Education implemented the "Easing Student Adjustment" Program in thirteen high schools. We feel that the history of the Human Relation Component of the ESAA Program, its effect on school student activities programs, and materials developed are of value to school staffs throughout the nation.

One of the major premises of the Human Relations Project is that an effective student activities program is a key to discouraging violence and preventing racial disruption in the schools. We hope that we have provided a combination of theoretical and practical approaches which will make it possible for others to adapt and implement a more effective human relations approach to student activities.

It is essential to keep in mind that each school has its own social system and unique characteristics. Any proposed intervention must be judged for its appropriateness in general, and then tailored to the needs of the specific school. We cannot emphasize too strongly that change cannot hope to be successful unless all forces within the school are identified, dealt with directly and incorporated into the process of change. The plan and programs developed must become parts of a holistic design for a human relations program.

We hope that our insights, experiences and suggestions will be helpful in involving all constituencies (student groups, staff, parents, administration, the community) in working for a reduction of tensions and improved intergroup cooperation.

B. THE PROJECT: PLANNING AND IMPLEMENTATION

This section identifies the steps that were carried out to achieve the objectives of the Human Relations Project.

PLAN:

Essentially the plan of the proposal was to identify all forces that impinge on school life, and to include them in the process of seeking answers. The plan entailed the following phases:

Phase 1. Obtaining consent of the Principal, leaders among the teachers and key members of the Parents Association and community.

Phase 2. Identifying and training school-based human relations staff which included briefing the Human Relations Project coordinator; hiring and training the School Neighborhood Worker who would be responsible for identifying, communicating with and involving the significant community and "street forces."

Phase 3. Identifying and involving constituencies, i.e., official and unofficial leaders and influential persons among students, staff, parents, and community.

Phase 4. Establishing the constituent committees wherein all consituencies within each school community could present their views and have an opportunity to participate in collaborative efforts to bring about amelioration of existing problems.

Phase 5. Implementing programs involving the collaboration of all constituencies.

Phase 6. Reviewing the problems and outcomes and planning for the future.

IMPLEMENTATION:

Phase 1 — Obtaining Consent

Members of the Central Staff visited each of the participating schools to explain the goals and possibilities of the program to the administration, and to obtain its support for the program. The program could not have hoped to succeed without at least tacit approval and some degree of trust from the administration. It is also helpful to include parents and teacher representatives.

Phase 2 — Identifying and Briefing School-Based Human Relations Staff

Any change that is to have real effect on a school must come from within that school. "Experts from headquarters" are apt to be viewed with suspicion, if not contempt. The Central Staff saw themselves as facilitators for a program that was to be implemented by school-based personnel.

This required the identification of a faculty member called the Project Coordinator and the hiring of a School Neighborhood Worker, who would be the school-based personnel primarily responsible for the project. They would become familiar faces in the school and community and would be real catalysts for the implementation of the program in the school. For effectiveness the faculty member had to be someone who had already established trust with students, faculty and administration. He had to be someone who was experienced in working in a relaxed, informal atmosphere with students, and capable of dealing with the ambiguity of unstructured situations. Most often this faculty member was the Coordinator of Student Affairs. However, occasionally school needs made the selection of another faculty member more appropriate.

The Project Coordinator organized and implemented the program. To assist him in working with the community and "street forces" and in involving unofficial school leaders from all student constituencies, a position was established in the thirteen schools — School Neighborhood Worker. Each school selected its own School Neighborhood Worker in consultation with the Central Staff. The School Neighborhood Worker position is on a semi-professional level, funded for seven hours daily. Some of our School Neighborhood Workers were young teachers who had been laid off in the budget crisis; they already had an insider's view of the school.

An effective School Neighborhood Worker had to gain the confidence of both the community and disenfranchised student groups and influentials. Whether he was a member of a minority group or the local community, which was generally a white ethnic community, he had to relate to local merchants, householders and community leaders.

Since the School Neighborhood Worker position was new to most high schools, the School Neighborhood Worker had to introduce school administrators and faculty to his role and gain their trust and cooperation. The massive task of working with the school staff was complicated by the fact that the School Neighborhood Worker spent a major part of his time with truants and "cutters." What right did they have to be consulted and involved in the process of change? What vehicles were being established for staff (who often felt frustrated and demoralized) to participate in the constituent process? Delicate questions of judgment were discussed at meetings with Central Staff in order to enable School Neighborhood Workers to skillfully open lines of communication.

The School Neighborhood Workers received four days of preliminary training. Thereafter, they met bi-weekly with Central Staff members to discuss their problems and particpate in further training. A more complete description of the School Neighborhood Worker's role and an outline of their training program can be found in the section, **ESAA — Related Materials**. It is important to note that administrators found the School Neighborhood Worker position highly valuable and worth maintaining.

Phase 3 — Identifying Constituencies Among Students

The task was to discover those students, staff, parents, and community members who would have the greatest effect on school climate. Each school involved in the program had a black and white constituency. Some schools also had an Hispanic constituency. However, none of these three large groups was homogeneous. Present were a variety of white ethnics; American and West Indian blacks; and Central, South American and Caribbean Hispanic groups. Also socio-economic class and scholastic achievement produced further intergroup and intragroup differentiation. The program directors found that in crisis situations NYC's three major ethnic groups, black, white, and Hispanic, became the criteria for alignment.

The students traditionally perceived as influential student government leaders, class and club officers, and athletic, theatrical, and scholastic leaders were easy to find. It was also known that many students, other than the traditional school leaders, influenced the school climate, both constructively and destructively, particularly in crisis situations.

The program stressed the identification and involvement of these unofficial school leaders so that no school constituency would be without a stake in school life. Success in reducing tensions would depend on the extent to which all constituent groups were involved in communicating with each other and working together.

In conflict situations, students who seemed to be leaders were sought out. The coordinator and administrators met separately with the individual groups in an attempt to refine selection by determining whether those students were indeed influential representatives and by recruiting those who were not present. If a school was relatively

calm, key faculty and administrators were asked to recommend influential students. The Drug Education Specialist and the Deans were often most helpful in recommending unofficial student leaders. The critical factor in this phase is to form a group of official and unofficial student leaders. More complete descriptions of identifying and involving the constituencies in one school can be found in the **Case History** at the end of this chapter.

Phase 4 — Establishing The Constituent Committees

Invariably, as the student constituent committees began, there was an initial period of ventilation of frustrations, often coupled with considerable suspicion of the motives of the facilitator (coordinator), and strong expressions of anger. The facilitator had to permit this ventilation to occur. Sometimes the first meeting was held among members of one constituent group only, so that heated feelings could be aired without developing resentments from the other constituencies. The task of the facilitator was to encourage expression of feeling in a nonjudgmental way, bearing in mind, of course, his responsibility to school safety and the right of each person to be heard. As ventilation began to wane, the facilitator could become increasingly directive, confronting individuals with the ramifications of their statements. The first meeting of students from all constituencies was often less stormy than the separate meetings of the individual constituencies. In some schools groups met consistently with the coordinator, who kept the Principal informed. In other schools the Principal and/or his assistants were directly involved, but primarily silent participants, in most of the meetings.

One problem inherent in involving unofficial school leaders resulted from their life-style and self-image. Often, the real influentials, sometimes "hitters," were more inclined to fight than to talk. Moreover, this was the accepted attitude of their followers. If a student was cooperative, he might lose face among his followers. Yet, a commitment to negotiation had to be developed. Frequently, this commitment was not as strong as desired. It was found that continual supportive effort was necessary to keep students focused on the possibility of negotiation, especially at times of normally high tension: at the beginning and end of the term, and before and after vacations.

Finally, the facilitator and committee members had to respond to changes in student leadership and in the school itself. It was necessary to involve new student members who would reflect new problems.

Phase 5 — Implementing Programs Involving The Collaboration Of All Constituencies

A Human Relations Team at each school, composed of two students, parent representative(s) and key faculty members, was solidified into a working unit at weekend workshops held early in the term. The task of the Human Relations Team was to reflect the needs of the constituency they represented, to coordinate these needs with the proposals of the student constituent committee, and then to assist the Coordinator, the School Neighborhood Worker, and the students in implementing their program for action. In many schools the Human Relations Team met regularly to continue its work. In other schools it worked through the coordinator to facilitate implementation of the program of commitment formulated at the weekend workship. Further discussion of the weekend workshops and resulting commitments can be found in the section **ESAA — Related Materials**. (Page 00)

The proposals developed at the weekend workshops were the basis for programs at the schools. (See **ESAA — Related Materials** for specifics.) Programs varied from school to school. An important theme running through all efforts of the student constituent committees was the commitment to work for peace. Students agreed to use their influence on their followers to "cool it." This pledge needed to be reinforced through peer pressure within the committee as incidents occurred or tensions increased.

Students sometimes devoted part or all of their meetings to examining rumors, calling upon the School Neighborhood Worker or administrators to clarify what had happened. Continuing efforts to keep incidents and tensions from escalating were at the heart of the entire process. Programs which were adopted included revitalization of a school's club program and the establishment of a special time on Open School Day when students could confer with their teachers. A Buddy System and a Student Information Desk were established in many schools. Methods to improve the student lunchroom were discussed. Suggestions ranged from instituting stricter discipline, improving the food, painting the walls, to attempting to improve integration. In one school a Classroom Ethnic Dialogue program was established. Students with previous training provided a panel type discussion on ethnicity. These action programs drew workers from all constituencies and fostered cooperation and understanding.

Several more collaborative programs are mentioned in the **Case History**. Full descriptions of organizing a Student Information Desk and a Buddy System may be found in the section, **ESAA — Related Materials**.

In mid-May the Central Staff sponsored an after-school conference for representatives of the thirteen schools to share the progress and programs which had developed in each school. Coordinators and other members of the Human Relations Team found new suggestions helpful as their committees were looking for additional proposals. The Five Techniques and Programs described in the section, **ESAA — Related Materials** are adapted from a booklet prepared for that conference.

Phase 6 — Reviewing The Problems And Outcomes And Recommendations

PROBLEMS NOTED

ESAA schools faced problems that ranged from apathy to out-and-out hostility. Several of the schools in the program are located in all-white, blue collar, ethnic neighborhoods. The communities considered themselves to be the last bastions of peaceful middle class living. Churches, political clubs, and social clubs worked strongly and fervently to keep out what they considered to be destructive intruders. Several communities did not perceive some of the goals of the program to be in their best interests, and community cooperation was not forthcoming.

In addition, demonstrations and meetings carried on within communities negated some of the positive intergroup results generated by the program. Recognizing the near impossibility of changing such pervasive and accepted attitudes, the tactic was to decline argument, assure the local residents that a program goal was to improve school safety, and to continue the program with whatever community assistance was forthcoming.

Principals were concerned about how this new program could affect the climate of their school and how it would be received by the staff. Some Principals were cautious, not wanting to exacerbate problems by drawing attention to them. The Central Staff had to overcome the feeling on the part of many people that Human Relations programs are idealistic and ineffective. Central Staff's continued presence and non-judgmental manner reduced these objections.

During the early stages of the program a major problem was very limited parental involvement. There was not sufficient time and personnel to canvass and recruit parents. Ideally, this preparation should have been done well before the program began. As the semester passed, there was increased involvement. However, this remained a problem. It was especially difficult to involve parents from the minority community.

Similarly, limited preparation time resulted in less-than-ideal involvement by teachers. For the most part, those staff members who became involved came from the group of teachers who always get involved in this type of activity. While there was some attempt to identify and actively recruit those teachers who were crucial but resistant, there was not enough time to work on this problem. If it had been possible to have a more comprehensive recruiting procedure prior to the beginning of the program, these teachers would probably have been more adequately represented.

Unfortunately, the Project Coordinator at the school was not a funded position. His other school responsibilities limited his ability to fully coordinate the program. There was clearly a need for a faculty person, who would be specifically assigned to the task of facilitating intergroup relations. In view of this need, the 1976-77 ESAA Proposal provided for a human relations teacher in each target school.

OUTCOMES AND RECOMMENDATIONS

There were many notable outcomes of the Human Relations Component of the ESAA program. In the Fall of 1975 several of the schools that later participated in the ESAA Program were experiencing racial tension which had exploded into the streets. A healthier attitude engendered by the program contributed to the reduction or elimination of racial violence in all ESAA schools. For example, at one high school there had been a series of retaliatory racial incidents resulting in hospitalization, destruction of property, extensive absenteeism for fear of physical harm and stoning of school buses. The interracial cooperation fostered by the School Neighborhood Worker and an ongoing Human Relations Team were major in calming the school. In another school, where shopkeepers were keeping their doors locked to avoid the racial outbursts in the streets, the neighborhood is now peaceful and doors are open once again.

In all the schools the establishment of constituent committees led to better communication and less tension. Whenever possible, changes brought about were effected through consensus, rather than majority vote, thus maintaining active participation by all groups. Groups of students who had never before participated in school activities felt that, for the first time, they had a voice in their school.

In fact, the notion of constituent committees seems to have become widely accepted. Plans are already being made for their use in each school for the coming year, 1976-77.

Some specific examples of constituent committee achievements follow:

1. The students at one school were able to come to a compromise agreement regarding a long-term dispute about a mural in the school library.
2. At another school, constituency groups which had at first met separately, met together on a bi-monthly basis.
3. When an article which was critical of the school's racial attitudes appeared in a national magazine, this communication mechanism was instrumental in avoiding a destructive reaction.

One of the most important outcomes was the beginning of a new relationship with the unofficial school leadership. In all cases the School Neighborhood Worker made contact with many students who had previously not been involved with the school leadership process, although they were the actual leaders in their ability to influence large numbers of students. This silent leadership is now becoming part of the regular process of problem solving in the schools participating in our program.

Much has been accomplished during the time that the Human Relations Component has been in operation, but much remains to be done. The greatest need is for more faculty time to continue working with the constituent committees, to involve the school staff and to continue to work with the Human Relations Team.

C. CASE HISTORY

The following is an account written by the Human Relations Coordinator at an ESAA school.

The ESAA program provides for a multi-faceted approach to improving intergroup relations. The School Neighborhood Worker works informally with students and the community, trouble shooting dangerous situations. The Guidance Counselor focuses on the personal adjustment of out-of-zone students and teaches a series of personal growth and career guidance lessons to all ninth and tenth grade students. Another member of the school staff was mandated to establish a continuing working relationship with interested student leaders as part of the Human Relations Project. At our school The Coordinator of Student Affairs was a consultant to the Counselor, who set out to establish the machinery of communication — the constituent committees. The Coordinator of Student Affairs attended many meetings, but the organization and coordination of the project was the work of the ESAA Guidance Counselor.

Improved relations were badly needed. Many students were unhappy with the influx of black and Hispanic students into "their neighborhood school." Black and Hispanic students, now 30% of our population, were unhappy at the long trip to school. Many were made to feel unwelcome. Many hoped or planned to transfer.

School administrators lent full support to the program. Our first problem was how to begin. We were searching for school leaders who would work with us. Our goals were undefined. We hoped to get agreement that each student had the right to come to school in peace, but we needed to work extensively with students who did not believe in peace. Some of our concerns were:

> How to get these students to work with the other type of school leader — the elected student leader identified with the school?
>
> How to get students with differing, often opposing, backgrounds to meet peacefully and work together?

In November the Coaches, Deans, Coordinator of Student Affairs, Drug Education Specialist, Assistant Principals of Physical Education, Guidance and Administration were invited to a meeting to explain the concept of the constituent committees and to help identify our student leaders. Each of the students nominated was personally interviewed. In order to improve our rapport with each of the three constituent groups we invited three key faculty members to act as co-sponsors of the groups. Each had an especially good relationship with a particular constituency. Each encouraged students to voice their opinions and to remain involved. Our first meetings were unstructured. White students ventilated at length their opposition to the invasion of "their neighborhood school." Blacks voiced their fears and concern for their personal safety. Hispanic students told of their pain and hurt at rejection. They made many suggestions for improving relations. Each group soon recognized the need to involve student leaders who were not identified with the school. Most of our original nominees were good students, outstanding in athletics, school service or student government. They recognized that to a large extent what did or didn't happen depended on the other type of student leader — the informal or "street" leader. Each group set out to enlist the involvement of this type of leader. The one or two "street" leaders were told by their peers to go out and bring back their friends. We found that the most disaffected students never did join us, but they were affected by the

students who did attend. After meeting about ten times with each group separately, a discussion format had been established, but positions were becoming increasingly polarized. It was most difficult to relate to the white constituent committee. Many of the students didn't want to reduce tensions. By challenging them to be leaders we gradually incorporated them into the committee, but always somewhat reluctantly.

We also needed to establish communication among the leaders of all constituencies. Withthe help of a Central Staff member, a series of weekly Human Relations Discussion Group meetings were held involving eight students from the three committees. The format was an adaptation of "Racial and Ethnic Awareness," (as explained in the **Resource Materials for Human Relations Programs.**) This broadened the scope of some of our key leaders, but was not concentrated enough to affect our first meeting of students from all constituencies, the Central Constituent Committee.

We needed to get all groups talking together, but we didn't want to create a riot. We decided to form a Central Constituent Committee of ten, five white, three black and two Hispanic students, roughly proportional to the ethnic population of the school. At a point when all were anxious and ready to meet, each committee elected or selected its leaders.

Our first Central Constituent Committee was held in the Principal's office for two periods in early March. Our concern was so great that we invited eight adults. After refreshments the Principal spoke briefly about the dream of world peace and the challenge of peace in the cities and the schools. The students traded feelings, criticisms and insights — and set the groundwork for cooperative planning and action. All of us were inspired. We had discussed some of our differences and had become aware of our similarities, namely that we are all in school, that we have all experienced prejudice and have fought our way up, that we are all minorities and we are all people, that each of us wants good things and good futures for ourselves and that all of us are suspicious of strangers. Miraculously, our two most influential "street" leaders, representing the black and white constituencies, became friends at the weekend workshop which was held at this time.

After our first meeting, the Central Committee members reported back to their respective committees, and a program of action began to emerge. The leadership for programs came from the Central Committee — the workers came from the ethnic constituent committees which continued to exist. These ethnic committees provided a format for each group to ventilate its feelings and concerns, to "zero in" on potential trouble spots through the School Neighborhood Worker, to have its proposals and problems transmitted by the Counselor to the Principal, and to participate in the projects sponsored by the Central Committee. Membership was somewhat fluid; after the committees became functional new members were welcome. All students were sent passes to the bi-weekly meetings. The Central Committee also met bi-weekly on alternate weeks, except when it was called into emergency session.

The Central Committee, inspired by suggestions from the individual constituencies and the Human Relations Team formed on the weekend workshop, set itself to welcoming the incoming class and providing for their orientation and peaceful incorporation. Members visited several feeder schools with our faculty orientation team to spread the human relations message. Members polled all Social Studies classes for their extra curricular interests. Existing clubs will be revitalized in September and new clubs formed. A package of five human relations oriented lessons was prepared by a faculty committee, using constituent committee members as consultants. It will be taught in all ninth grade Social Studies classes and all tenth grade English classes during the first two weeks of school. A Student Information Desk, manned by members from all Constituent Committees, will greet newcomers during the first week of school. A mailing, including a welcoming letter to all students by the Central Constituent Committee and a special welcoming message (including travel routes for out-of-zone students), was prepared. This August mailing also lists co-curricular and service activities and includes a letter to parents requesting their involvement. Students are enthusiastic about a buddy system to match newcomers with student volunteers who will provide support and/or tutoring. A project to collect clothing and food for earthquake victims was enthusiastically run by members from all the constituent committees. Many students are interested in a talent show in the Fall. In May we added three more leaders to the Central Committee. Members showed a willingness to welcome new leaders who are interested in improving their school.

The groundwork has been laid. Students need to feel that the school is listening and responding to them. When we need their cooperation, they will then continue to listen to and respond to us. The ethnic constituent committees serve as rumor clinics and arenas to reflect student feeling. We have been fortunate that three of the four newly elected Student Organization officers have been actively involved in the committees. Projects will be run in coordination with the Student Organization. We must be careful, however, not to become too institutionalized, to remain open to and aggressively seek new leaders and new constituencies, who will be either with us or against us. Much remains to be done with the staff who are concerned that we are listening to truants and cutters. Three "get acquainted" coffee hours with the staff were held to introduce the Central Committee members and explain our program, but much skepticism remains.

We must also be careful not to talk ourselves to death. Few students are sophisticated enough to see the subtleties of verbally generated change — they seek action and become impatient with extensive talk. What they fail to see is that the continuing two-way dialogue is a vitally important part of the product.

ESAA RELATED MATERIALS

D. ESAA RELATED MATERIALS

EXCERPT FROM ESAA PROPOSAL FOR HUMAN RELATIONS COMPONENT OF EASING STUDENT ADJUSTMENT PROGRAM

This is part of the proposal which was approved by the Federal Government for ESAA funding in January, 1976 as a modification to the Easing Student Adjustment Program. It is included here as an outline of the functions of the Human Relations Project Central Staff, as well as the areas of responsibility of the school-based staff.

INTRODUCTION

The aim of this modification is to establish a School Constituency Council composed of a Student Constituency Committee, a School-Based Staff Committee, and a vehicle for community input. The Council will operate as a cohesive unit and as subcommittees involved with the specific concern of individual constituencies. The Central Staff will be responsible for implementation of the program and close cooperation with the school.

I. CENTRAL PROGRAM STAFF FUNCTION

a. Recruitment of the Student Constituent Committee

Entails participation in interviewing and assisting in identifying participants as racially and ethnically representative and, in fact, influential.

b. Recruitment of School-Based Staff

Entails assuring representation that can work effectively with administration, student constituency committee, and diverse segments of the school. Not necessarily pedagogical: may include teachers, counselors, security officers, parent representatives, local police officers, or other staff permanently based in and around school. It is anticipated that all committee members will participate in a training program.

c. Recruitment and Training of SCHOOL NEIGHBORHOOD WORKER (SNW)

Major vehicle to assure community input.

Central staff will be involved in the identification and recruitment of community participants. Although SNW's will be liaisons to the entire school community, efforts will be made to recruit them from the non-traditional feeding areas, in order to increase minority group area input.

d. Training of the School-Based Staff, Parents and Community

1. School Neighborhood Workers:

   (a) Initial 4-day workshop directed towards Goals of Program.

   Role of School Neighborhood Worker
   The School Structure Working With High School Students
   Demography and Influential Factors of the Community
   Communication Skills
   Intergroup Relations

   (b) Continuing individual conferences with Central Program Staff member.

   (c) At least two meetings throughout the year of all 13 School Neighborhood Workers and the Central Program Staff (more as needed).

2. School-Based Staff:
   (8 per school, selected key personnel)

   (a) 3-day consecutive intensive training workshop.

   "Clarification of Social Self and its role in Crisis Prevention, and in Tension Management."

   (b) Five 2-hour sessions on dealing with Turf; Ethnic, Racial and sexual identity in establishing constituent representation.

   (c) On-going supportive services for duration of program.

e. Ongoing Program Supervision and Support

Central Staff will be supportive of program participants in assisting with development of programs, such as rumor control centers, opening lines of communication, assessing and reassessing for possible improvement and assuring continuity. Central Program Staff members will each be responsible particularly for three or four schools; however, when needed, the entire team will work with any given school.

f. Development of Materials

Staff is needed to develop materials on program description, effective practices, training aids, plans or suggestions for future improvement of program. This material is necessary both in providing models for future program duplication and in assuring the perpetuation of the Constituent Committees within the schools as the present participants become replaced by successors. Staff will assist in the development of materials, such as tension profile, predictive instruments, training aids, orientation procedures and effective program improvements.

g. Staff Assignment

The Central Staff will operate as a team guiding the implementation of the whole program, facilitation training workshops, developing materials, and the evaluation. While each team member will be assigned to coordinate the program efforts in a cluster of three to four schools, it is anticipated that there will be times when there will be need for the additional assistance of other team members.

II. THE STUDENT CONSTITUENT COMMITTEE

a. **Aim**: To develop a cohesive group of multi-racial influential student leaders who have a positive impact on other students.

b. **Procedures and Criteria for Selection**: The design envisions the establishment of a human relations committee that will augment and collaborate with existing school instrumentalities designed to ease, prevent or defuse and ameliorate school intergroup tensions. The broad spectrum of this committee is essential to its success. The committee will reflect the ethnic realities within the school and school community.

The development of such a committee will require:

1. Selection of a key on-site staff person to coordinate the program in the school;
2. Identification and selection of influential students in concert with appropriate school personnel;
3. The constituent committee will review its membership and development and implement plans to reach out and to recruit student leaders from any absent constituency;
4. The constituent committee will seek to include representatives of all student constituencies in all student activities.

c. **Recruitment (See I. a. Above)**

III. SCHOOL-BASED STAFF

a. **Aim**: To develop a committee of school-based adults reflecting a broad spectrum of adult perspectives.

b. **Procedures and Criteria for Selection**: This committee is expected to give a staff and staff-supportive school person's point of view to assist Student Constituent Committee (SCC), to serve as liaison between other school staff and the students, to offer validating adult support to the SCC, and to help develop the implementation of resolutions growing out of the SCC.

c. **Recruitment (See I. b. Above)**

IV. COMMUNITY INPUT — THE SCHOOL NEIGHBORHOOD WORKER

The primary agent responsible for the community link will be the SNW (See I. c. Above), assigned and supervised by the Principal under the direction of the Central Program Staff. He is expected

a. to establish and maintain constant contact between the school and community, making special effort to increase the involvement of the minority community. Among those he might meet with are parents, community leaders, police community relations officers, neighborhood associations, district councils, planning boards, non-public schools. It is recognized that different gorups will vary in importance depending on the school.

b. to act as a community resource person in the on-going activities of the SCC and the School-Based Staff Committee.

V. SCHOOL CONSTITUENCY COUNCIL

The SNW, Central Program Staff and the key staff member involved with the SCC will work cooperatively to maintain and expand avenues of communication between the students, staff, and community, through joint and inter-committee meetings, progress reports, and dissemination of information regarding concerns and activities of all groups.

D. ESAA RELATED MATERIALS

ROLE AND RESPONSIBILITIES OF THE SCHOOL NEIGHBORHOOD WORKER

The School Neighborhood Worker is the primary agent responsible for the school's link to the community. He is assigned and supervised by the Principal under the direction of the Central Staff. He is expected to establish and maintain constant contact between the school and community, making special effort to increase the involvement of the minority community. Among those he might meet with are parents, community leaders, police and community relations officers, neighborhood associations, district councils, planning boards, non-public schools. It is recognized that different groups will vary in importance depending on the neighborhood. He is also expected to transmit the sentiments and concerns of the community to all affected parties, as well as the Student Constituent Committee, the School-Based Adult Committee and the Human Relations Team.

In addition, the School Neighborhood Worker should:

1. Be able to work with and in both the neighborhood community and the minority-sending community, attending night meetings and making home visitations, if necessary.
2. Make contact with non-public schools.
3. Meet with parents in groups and individually to become aware of their concerns and to explain the school's desire to involve and assist them.
4. Meet with the Student Constituent Committee, the School-Based Adult Committee and the Human Relations Team.
5. Keep a log of his activities, including meetings, individual interviews and their significance.
6. Spend time "checking out" the places where students gather informally; note influential students; keep a list of important names; develop rapport with various groups of students.
7. Work to involve influential students in the Student Constituent Committee.
8. Develop a list of resources in the sending and receiving communities that would be important in preventing school disruption.
9. Develop rapport with community leaders who would be helpful in preventing disruption.

10. Investigate "trouble spots" in the neighboring community in order to reduce their potential danger.
11. Serve as a rumor clearance consultant for all constituencies.
12. Establish rapport with neighborhood merchants and owners of restaurants where students may congregate, in order to gain insights from them and to cooperate with them in reducing tensions.

It is expected that by the end of the school year, the Principal will have:

1. A profile of the "sending" community that provides, among other things, a picture of the concerns of that community.
2. A listing of names and addresses of "influential" community leaders, political and non-political.
3. A list of important agencies and organizations in both the "sending" and "receiving" communities.

Qualification Requirements

1. Three (3) years of full time paid or voluntary experience in one or more of the following areas: Community service activities, such as paraprofessional employment, active membership in a Parent Teacher Associaton or other community organization, etc.; or employment in a position which involves community contact, such as government, non-profit organization or community-oriented business; or
2. Graduation from a senior high school or possession of a high school equivalency diploma plus (2) years of the above experience; or
3. A satisfactory equivalent combination of education and experience. Study in an accredited community college, four year college or university may be substituted for the required experience on a year-to-year basis. However, all candidates must have minimum of six months of full time experience.

D. ESAA RELATED MATERIALS

SCHOOL NEIGHBORHOOD WORKER TRAINING

The SNW's required a grounding with both the formal and informal structures of the school and its communities. There was little time to prepare the candidates for their tasks because of the pressures of school needs. A four-day training design had to be condensed to two days.

The four-day training outline which follows indicates areas that the Central Staff thought important.

First Day

9:00 — 9:45	Registration — informal coffee gathering
9:45 — 10:00	Self introductions
10:00 — 10:15	Overview — explanation of ESAA program and particularly the human relations component
10:15 — 12:00	Orientations to goals and outline of specific responsibilities of the SNW — lecturettes, informal discussion, role-played hypothetical situations.
12:00 — 1:00	Lunch
1:00 — 3:30	Panel on School and Community Moderator: Intergroup Relations Unit Representative Panelists: 1. N.Y.C. Police Department, Community Relations Officer 2. N.Y.C. Board of Education, Representative from the Office of School Safety 3. Mayor's Educational Task Force Representative 4. A Teachers' Union Chapter Chairman
3:30 — 5:00	Discussion and Summation

Second Day

9:00 — 9:30	Informal coffee gathering
9:30 — 10:00	Lecturette and discussion, "Intergroup Relations in the High School — the Informal Social Structure and the Unwritten Rules."
10:30 — 12:00	Guest Speaker, a New York City High School Principal. "High School Organization and Operation."
12:00 — 1:00	Lunch
1:00 — 3:30	The Coordinator and the SNW Team, Developing Strategies — Each of the 13 Coordinators are asked to attend to meet with their respective SNW to plan jointly the first week on the job.
3:30 — 5:00	Coordinators and SNWs meet as a group to share their ideas and revise their plans.

Third Day
Training in the field

SNWs meet at a high school that recently has experienced intergroup turmoil. They meet with principal, coordinator, deans, students, etc., for first-hand accounts of recent events in and around the school. Central Staff guides SNWs in groups of 3 or 4 around school, pointing out "turf" areas, "hang-outs," school exits, cafeteria hazards, the route different ethnic groups take to and from school, etc.

Fourth Day

9:00 — 9:30	Informal coffee gathering
9:30 — 12:00	The Panel of Americans — Student Perceptions. A panel of 5 high school students from differing ethnic backgrounds discuss their perceptions of school intergroup relations in light of their own roles and ethnicity.
12:00 — 1:00	Lunch
1:00 — 3:00	Faculty Perceptions. A panel of 3 high school teachers discuss their perceptions of in-school intergroup relations.
3:00 — 5:00	Wrap-up and Individual Conferences

The two-day condensed training program kept the three essential ingredients of community, teacher and student input, while the remainder of the above was telescoped. It was unfortunate that the training in the field was deleted since, after the training period, the SNW's main suggestion for improvement was to have more practical experiences. Future training sessions will benefit from the experiences of the first SNWs.

Each SNW was given a copy of the following sheets for guidance in the first few days on the job.

SCHOOL NEIGHBORHOOD WORKER TRAINING PROGRAM

The following items should receive your immediate attention when you begin work at your school:

1. See the Principal or the appropriate Assistant Principal on entering the building.
2. Meet the faculty coordinator you will be closely working with. Ask him (her) to introduce you to, or help you find: The Coordinator of Student Affairs, The Spark Coordinator or Drug Education Specialist, the Assistant Principal-Guidance, the other ESAA personnel at the school, the P.(T).A. president, the Police Officer assigned to (or around) the school, the payroll secretary, the security guards, members of the Principal's Consultative Council.
3. Find out when the next Parents' meeting is scheduled and ask to attend as an observer.
4. You are expected to attend meetings of the Students' Constituent Committee. Try to meet these students as soon as possible.
5. Familiarize yourself with the school's geography: places where students congregate (e.g., parks, candy store, pizza shop, athletic fields, etc.).
6. Be outside of school as students are arriving and leaving. Notice routes taken. Check out bus stops and subway stations.
7. Obtain and read: The school newspaper, Student Handbook, P.A. newsletter, neighborhood newspapers, etc.
8. Spend some time in the students' cafeteria during lunch. Notice seating arrangements.
9. Try to identify cliques and other groups of students. Get to know them all, especially if they fall into differing ethnic or racial categories.
10. Begin to identify community groups that you will need to know.
    Caution: you will probably have to build a "trust relationship" before you can do much in this area.
11. Keep a log of your activities with a descriptive account of your observations.

D. ESAA RELATED MATERIALS

TURF AND TURF-GROUPS — SNW TRAINING PROGRAM

The term "turf" refers to a concept of territoriality which has many implications. Its meaning extends far beyond the physical location staked out as the unique property of a clique or gang. Often, it is associated with group identity based upon race, ethnicity, religion or socio-economic class.

A set of unwritten laws, called "policies," are developed within the group. The policies guard the prerogatives associated with the turf claimed by the group. Conflict occurs when an individual or another group either fails to perceive or fails to honor those policies. Frequently, this system is perceived to be undesirable by "the establishment," namely school administrators, neighborhood citizens and the police. This approach misses the point. Turf and its complications are a fact of life, and as such, must be recognized and dealt with in any attempts to establish peaceful co-existence.

Turf-groups can evolve based upon common activities or interests. A group will claim handball or basketball courts, or different groups will establish the right to cruise an area in cars as their turf prerogative, and will do battle to defend that right. Sometimes turf-groups are formed either voluntarily or by chance, as students travel together on buses or trains. A train station, bus stop or park may become the turf of a group. If other students must use this area, they must respect the policies of the turf-group or risk attack. The situation is complicated because the unwritten policies vary. Unfortunately, often the only way to learn about them is through sad experience. In schools, a lavatory, a staircase, an exit, a portion of the cafeteria (or all of it), or a locker room may be claimed by a group or even a small subgroup. When a student is excused to use the lavatory, it may be necessary for him (for safety's sake) to travel to the opposite end of the building. Often, being stopped by a security guard is less risky than using the shortest route to the lavatory. Student activities have frequently become the turf of a particular group. Schools need to plan to keep student activities open to all students.

Neighborhood "hangout" spots may be perceived to be claimed turf areas for all but the turf-group to avoid. In reality, these locations may just be casual gathering spots, or they may be forbidden territory for some, but not for others. Frequently any adult can traverse a turf area without harm while teenagers of another group would be in danger. Turf-groups, in establishing their territory, usually try to perpetuate their ethnic culture or style of life.

Turf and turf-groups should be studied and should serve as an improved means of making the constituent committees more representative of the school community.

D. ESAA RELATED MATERIALS

MATERIALS RELATED TO THE RESPONSIBILITIES OF THE SCHOOL NEIGHBORHOOD WORKER

INTRODUCTION

One of the main duties of the School Neighborhood Worker is to draw up a community profile which would be useful to deans, guidance personnel and administrators. The following sections explain the format and a method for developing such a profile. They are organized as follows:

Developing A School Community Profile

Suggested Report Form For A Community Profile

How To Scope A School

Beyond Preliminary Scoping: Setting Up Communications With The Community

DEVELOPING A SCHOOL COMMUNITY PROFILE

(excerpted and adapted by W.D. Cook from a paper by James F. Small, Irving Widaen and Max Birnbaum, entitled "A Tension Barometer for High Schools")

A School Community Profile should present a complete picture of the communities serviced by the school, affected by the school, or having influence on the school. The Profile should be useful in identifying the following: (This is not an exhaustive list.)

1. People and organizations that have influence, potential or realized, in facilitating communication between the school and the student's communities and in encouraging parent involvement in the school.
2. Special needs of students that might be met by the school, and people or organizations that can serve as resources for dealing with needs that cannot be met by the school.
3. People and organizations that can help the school in the event of a crisis by exercising leadership, channeling information and representing their constituencies in problem solving efforts.
4. Symptoms of concerns that need to be addressed before they reach crisis proportions.

In general, a Community Profile should address itself to the following questions:

1. What is the mode of leadership in the communities? How are decisions made? Who executes them? What kind of action follows demonstrations, petitions, confrontation, boycotts, political pressure?
2. How does the "grapevine" of the community work? How can it be tapped to discover community concerns? How can it become a vehicle for school communication?

3. What are the major imperatives or goals of the people in the community? What distractions or hindrances are operating? (Values, mores, prejudices, etc., may be seen as imperatives or distractions depending on one's point of view).
4. What community problems affecting students must the school deal with? Which ones are uncontrollable?
5. What social, civic, religious, political and governmental resources are available to the community? To the school?
6. Whose voice from the community is missing from school input?
7. What common interests may bring together divergent communities?

School administrators, the Coordinator and counselors, among others, need to understand the school community and the school's relation to its community. Here are some key questions which need to be researched in order to provide the fund of basic information needed to improve school-community relations and reduce tensions. In the ESAA Program the School Neighborhood Worker researched these questions. In doing the research it should be kept in mind that non-school issues can become school related. Focus primarily on community issues and representatives that are, or can become, involved in the school or with students and parents, but keep in mind that often political, economic, and especially ethnic issues, often impinge on school life, even when most people deny it. It is important to check perceptions. While most people will give you truthful information, that information is from their perspective. If two or more sources give what seems to be contradictory information, ask another source whether the differences can be reconciled. Often context will explain discrepancies. Check your own perceptions too, remembering that sometimes an "objective" point of view will overlook important contexts. In writing up your profile include "minority" points of view when it seems appropriate to do so.

Community Resources

1. Is there a structured system of contact between the school and the community — if so, how could it be improved? — if not, what can be done to affect one?
2. What kinds of neighborhoods does the school service (wealthy, poor, ethnically mixed or homogeneous, etc.)? What kind of neighborhood population shifts are occurring?
3. What are the specific neighborhood compositions (racial and ethnic constituencies)? What individuals emerge as leaders of these groups when there is a school or social issue? (Name, address, phone, extent of following.)
4. What neighborhood agencies are located in the communities? Who are the contact persons? What kind of influence do they, or can they, wield (name, address, phone)?
5. What fraternal, racial and ethnic organizations are located in the community? Who are the contact persons, etc.?
6. What religious institutions are located in the community? Who are the contact persons, etc.?
7. Is there a pattern of neighborhood reaction to the school in the light of changes in student body, e.g., volumes of complaints with racial overtones?

8. What is the nature of the school's relationship to the special services available in the community? How can they be made more effective?
9. Is the community involved in school affairs on an on-going basis or only in times of emergency? (or not at all?) Who might be recruited for involvement (name, address, etc.)?
10. Is there a school-community council? What is its composition, structure and purpose? How often does it meet? Who is involved? Who else might become involved?

Transportation To And From School

1. Are there other indications of community hostility toward students walking or riding to school (complaints, verbal or physical abuses)?
2. How frequent and how severe are incidents (fighting, theft, etc.) among students on the buses or other public transportation vehicles? How often do they result from racial or other group antagonisms or start for other reasons but subsequently evoke racial or group overtones, e.g., what proportion of fights is within racial groups? What proportion is between racial groups? How often do fights between two individuals turn into group clashes?
3. What is the atmosphere of the daily trips to and from school? How do the neighborhoods change? What is the reception students get as they pass through? What kind of behavior is exhibited enroute by students? (Do they vandalize, threaten, shop-lift?) Are the students conspicuous?

Social Groupings in the Neighborhoods

1. Are there identifiable, organized "gangs" in the neighborhood? What is the nature of their organization, purpose, and racial/ethnic composition?
2. Is there a "turf" concept operative in the neighborhood? How strictly is it adhered to? How much physical confrontation among gangs or between gangs and individuals takes place? How much of this is within and how much is between racial and ethnic groups? Has the proportion of racial and ethnic mix reached a stage at which there are sufficient numbers in potential "rival enemy camps" to make confrontation likely or is there a clear pattern of dominance by one group? If dominance exists, what is the pattern of change: (a) stable (b) dominance increasing (c) groups now in the minority, increasing in number, and likely to lead to confrontation?
3. To what degree do these group confrontations spill over from the community into the school? Have gangs or informal groups (and their leaders) "staked out" the school as "turf" and established "controls" to maintain it as their "property?" Do beatings and hazings appear? Do gang and racial conflicts appear?
4. If there are not organized gangs in the neighborhood, how much of the behavior referred to in questions 1 and 3 occurs informally? Do patterns of population change suggest a potential increase, decrease or stabilization of these occurrences?

Neighborhood Peril Points

1. What are the major neighborhood "hangouts" for students; stores, eating places, parks, playgrounds, street corners, parked cars, shopping centers, bus stops, school grounds, school parking lots, etc.? What proportion of these are racial/ethnic turf with mutually understood rules dictating their utilization by particular groups?
2. How much police presence is there in neighborhood, i.e., routine patrols and arrangements for special circumstances? What kinds and what proportion of incidents involving students typically precipitate police intervention? What has been the extent and nature of crime in the neighborhood?
3. What is the volume of neighborhood complaints concerning student "hangout" behavior (e.g., storekeeper complaints, etc.)? Are there significant self-appointed groups ("vigilante" or self-protection gorups) present in the neighborhood? What activities are these groups engaged in? Are there fraternal groups in the neighborhood involved in "policing" or "harassment" activities?
4. What proportion of neighborhood incidents are precipitated by truants and cutters? By neighborhood youths not enrolled in school? By youths from other neighborhoods or students' siblings who attend other schools?

D. ESAA RELATED MATERIALS

SUGGESTED REPORT FORM FOR A COMMUNITY PROFILE

This form was prepared for use by School Neighborhood Workers. The information contained can be duplicated and made available to school administrators and the coordinator. Some of the information obtained through this report is confidential and of a delicate nature. Parts of this information might be made available to the entire school staff, either in writing or in a discussion with the faculty.

1. What kinds of neighborhoods does the school service?

   Description of both the local community and the sending communities, examining blocks or small districts as to ethnic and racial distribution, economic level, conditions of the homes; include any related information which would help in understanding the concerns and needs of these communities.

2. What kind of neighborhood population shifts are occurring?

   Description of population shifts, their magnitude, and any influence this is having on the neighborhood and the school.

3. Is there a pattern of neighborhood reaction to the school in the light of changes in student body, e.g., volumes of complaints with racial overtones?
4. What individuals emerge as leaders of groups when there is a school or social issue?

   List them, with their organization or base of support.

5. What fraternal, racial and ethnic organizations are located in the community?

   List contact persons and their addresses, phones.

D. ESAA RELATED MATERIALS

HOW TO SCOPE A SCHOOL

One of the responsibilities of the School Neighborhood Worker is to become aware of the communities that his school services. He should make himself aware of the different characteristics of the communities by a preliminary technique that we call "scoping." Scoping will give the School Neighborhood Worker an insight into the basic personality of an area. The information revealed should serve as a tool for establishing dialogue with the community. Scoping can be used to give an initial overview which could be helpful in an immediate crisis or could be helpful to a school just beginning an intensified human relations program. It is an essential first step to a School-Community Profile.

1. **Examine physical characteristics of school.**
   a. **Exits and corridors:** Examine these to see if students "hang out" without being readily observed by security or staff while school is in progress. Note which groups frequent certain exits.
   b. **Sports field and school grounds:** Note improper fencing and tell-tale debris such as beer bottles. Note all means of access to school grounds and sports fields. Note racial or ethnic graffiti.
2. **Examine Transportation facilities**
   a. Examine modes of transportation and their distance from the school.
   b. Note any hazards or trouble spots along the routes to and from school, such as parking lots, empty lots with debris.
   c. Look to see which racial and ethnic groups take the same means of transportation.
   d. Become acquainted with transit police and become aware of potential danger areas in train stations or at bus stops.
   e. Look to see whether there are any adverse effects of crowded areas — pushing, shoving, bumping, etc.
3. **Study the ethnic, racial, religious and economic make-up of receiving and sending communities.**
   a. Note types of businesses or gathering places, such as bars, movies, bowling alleys, factories. Note the ethnic make-up of owners, employees and customers. Look for names indicative of ethnicity, also types of foods sold in grocery stores and restaurants.
   b. Walk or drive through the streets noting conditions of homes, school yards, parks. Take note of community agencies, social clubs, churches (denominations) and synagogues.

The School Neighborhood Worker can record this information by using maps of the sending and receiving communities. On the map all places of interest are numbered. A listing is then made of the numbered locations. The School Neighborhood Worker then prepares a narrative description of the school and its community, including his impressions, specific information about the resources and structure of the community, and an overview of the transportation situation and its potential problems.

D. ESAA RELATED MATERIALS

BEYOND PRELIMINARY SCOPING: SETTING UP COMMUNICATIONS WITH THE COMMUNITY

The School Neighborhood Worker should make personal contact with individuals involved with different agencies and organizations, which service students, school, and community.

When estabishing contact with A CITY AGENCY (e.g., Neighborhood Youth Corps), it is necessary to get the names and telephone numbers of the directors or supervisors of the branch serving each community. In this way the red tape connected with bureaucracy may be minimized. These agencies can provide information about their services in the areas of summer jobs, drug education programs, after-school tutoring, athletics and counseling. It is necessary to find out which age groups and which neighborhoods they serve. The time schedule and any requirements or fees will also be important to the students who might consider this facility. Beware of directors who make magnanimous promises (and don't make any yourself) since funding and availability are subject to sudden changes.

In beginning to work with A CIVIC OR NEIGHBORHOOD ASSOCIATION, it is wise to know its ethnic or racial make-up, its affiliations with political and other organizations and the influence and effectiveness of the group. Before you make your first visit try to learn where the association stands. While visiting, spend most of your time observing and listening. Be sure to look for organization publications and don't appear to be overly inquisitive.

Ask to be put on their mailing list and leave your telephone number with the officials so that they can contact you. They may call you. Go; but be careful not to make commitments or policy statements, or to become involved in their internal politics. You may find that a neighborhood association has hidden affiliation with a city-wide or national organization. Sometimes the parent organization can assist a school in trouble by reminding the local organization of the larger picture.

When establishing contact with RELIGIOUS ORGANIZATIONS, it is important to find out the extent of their active participation and influence in the community. Observe notices posted in the church or synagogue which can help you determine the concerns of members of the congregation.

The POLICE COMMUNITY RELATIONS OFFICER is a valuable source of information about local affairs and an important link and liaison to the police department. The School Neighborhood Worker may attend the community council meetings run by the police which provide much helpful information. Obtain a list of names of the participants and a copy of the minutes of these meetings, if possible.

When establishing contact with THE COMMUNITY PLANNING BOARD, be on the lookout for future zoning plans, economic changes or local issues such as a library closing.

A careful reading of THE LOCAL NEWSPAPER will alert you to various issues which are important to concerned civic organizations. It will also alert you to the date, time and place of their meetings. Press relaions should be handled by the Principal or his designee. It is wise not to give interviews to reporters.

You will have many casual contacts in the neighborhood with local residents and merchants who can provide you with a further understanding of the community. Don't ignore the value of conversing with mothers in the local park, exchanging jokes at the local lunch counter, or talking about the weather with the hot dog vendor. Recent graduates of the school, especially those who may be unemployed, often have a great deal of interest in and knowledge about the community and the informal structure of the school which they would be willing to share with you.

D. ESAA RELATED MATERIALS

ORGANIZATION AND PROGRAM OF THE WEEKEND WORKSHOP

In the Spring of 1976 the Central Staff conducted two three-day residential training workshops, one involving six schools, the other seven. Ten key people were invited from each school, representing parents, staff and students. The two students from each school represented the Student Constituent Committee. The workshops dealt with the general problems found in schools, and related them to specific problems particular to individual schools. Great care was taken to encourage openness and creativity. Participants from each school had the opportunity to meet in an informal setting, to share situations and conditions which were particular to their school and to learn what other schools had done or planned to improve the human relations climate.

Part of the workshop was devoted to sharing information in order to develop a wider range of options and to avoid the comparatively limited scope of individual school experiences. A prime goal of the workshop was building the group from each school into a functioning Human Relations Team. The combination of formal and informal experiences helped to unify each school group, as members shared means, rooms, and reactions to the formal exercises. The team drew strategies and proposals which they presented to the Principal for possible use at their school.

Off-site residential workshops proved to be more productive and efficient than on-site day-to-day workshops. The distraction of daily routines and communication blocks, resulting from status and role differences, are reduced. Productivity extends beyond scheduled meetings into mealtime and "off-work" hours. There is a continuity provided which is impossible to achieve when participants go their own ways at meals or at the end of each day.

SCHEDULE OF RESIDENTIAL WORKSHOPS FOR THE ESAA PROGRAM

Friday

5:00 PM	Arrival and registration
6:00 PM	Supper
7:30 PM	General Session — Welcome — Goals of Conferences
8:00 PM	Paired Interviews Multiple Role Activity

Saturday

8:00 — 9:15 AM	Breakfast
9:15 — 9:30 AM	Plenary Session — Reorientation to Program for the Day.
9:30 — 11:45 AM	Sharing Specific School Conditions — five small groups developed a general census of problems found in each school.
11:45 — 12:00 NOON	Report on general problems to the entire gorup.
12:00 — 3:00 PM	Lunch and Free Time
3:00 — 3:45 PM	Categorizing and processing of morning group discussions.
3:45 — 5:00 PM	Sharing Programs Already in Existence — five constituent groups based upon role at home school share practices and problems.
5:00 — 6:00 PM	Supper
7:30 — 9:15 PM	Role playing of a situation; role exchange; three groups of 17 each.
9:15 — 10:30 PM	Entire group processing of three situations.

Sunday

9:30 — 11:30 AM	The Human Relations Team of each school developed a program.
11:30 — 12:00 NOON	Each Human Relations Team reported to entire group.

A copy of workshop results was immediately available for participants.

D. ESAA RELATED MATERIALS

OUTCOMES OF THE WEEKEND WORKSHOPS

In the first phase of the weekend workshop, participants were divided into five small groups to prepare a general census of problems common to all New York City High Schools. The five small groups reported their conclusions to the entire assemblage. One of the purposes of this exercise was to demonstrate to all participants the similarity of the problems.

General Problems Common to All New York City High Schools

1. Racial tension, intergroup and intra-group hostility
2. Alienation, Apathy, Distrust
3. Lack of Communication — within and around the school
4. Safety and Security in the school and community
5. Loss of essential services through budget cuts
6. Role of the school — relevancy of the educational process

PROBLEM SOLVING PHASE

In the problem solving phase of the workshop the team from each school met to consider what could be done in their own school. These Human Relations teams were asked to develop a program of action that they would be willing to implement in their home school.

The proposals of two school teams follow:

School Team I

1. Orientation and human relations training
   a. In feeder schools
   b. Series of ten class orientation lessons
   c. Series of parent orientation sessions — mailing
2. Assembly programs — monthly
   films, activities
3. More activities and more involvement
   a. Expand gym electives and intramural sports
   b. Music programs available to community
   c. Speakers Bureau (speech class)
   d. Expand and revitalize clubs
      (1) poll students
      (2) cafeteria recruitment for clubs
      (3) revitalize G.O.
4. Place a Bulletin Board outside the school to announce events.
5. Security — patrol cafeteria, halls
6. Sensitize faculty — Student human relations panels to speak to faculty.
7. Pilot latch-on Buddy System, Expand in September

School Team II

1. Loss of essential services is beyond our control.
2. Alienation/racial tension
   a. Black Student Coalition Tea with faculty and white students
   b. Student faculty lunch program
   c. Weekend trip — black and white students and teachers
3. Safety and Security
   a. Continuing patrol
   b. Establish a communications network for student and faculty awareness.
4. Role of the school (relevancy) — Student Selection of courses

EVALUATION

The Central Staff, in following up on the weekend workshop proposals in the thirteen schools, noted that the most dramatic outcome of the weekends was a significant reduction in racial violence. Teams developed working mechanisms for dealing with incipient conflicts. Another notable outcome was the actual introduction of new modes of communication within schools, such as information centers, rumor control centers, student oriented bulletin boards, student-teacher dialogue. Further discussion of the outcomes of the weekend can be found in the narrative history of the program and in the **Five Techniques and Programs to Improve Human Relations** which follows.

D. ESAA RELATED MATERIALS

FIVE TECHNIQUES AND PROGRAMS TO IMPROVE HUMAN RELATIONS FROM MATERIALS PREPARED BY ESAA SCHOOL NEIGHBORHOOD WORKERS

I. BUDDY SYSTEM

The Buddy System was made available to any newly admitted student. If the program had been available to non-traditionally zoned students only, it might have served to accentuate segregation. The helping student benefited from this human relations growth experience.

One upperclassman and one entering student were matched and then continued to meet on an ongoing basis, discussing and working on whatever difficulties the newcomer had encountered. Problem areas included the need to have a class changed, the desire for an appointment with a Guidance Counselor or a Grade Advisor, how to try out for a team or to join a club, feelings of discouragement on coming to a new school, a need for help with a subject class, and feelings of isolation.

Advertising, to get Juniors and Seniors interested in the program, began in the Spring. Some methods used were:

1. an article in the school newspaper.
2. announcements in homerooms.
3. announcements at club meetings, especially at the honor and service societies.
4. a catchy advertising campaign through posters placed around the school.
5. a notice in the Parents' Association newsletter.
6. a presentation at a faculty meeting with major emphasis on getting teachers involved in recruiting students.

An application form was prepared to enable the students to be properly paired and to stress the seriousness of the effort. The form included requests for home address and community, age, sex, subject specialties and hobbies, preferences of the volunteer as to the type of student he would like to help (age, sex, type of problem).

There were two orientation meetings for the upperclassmen in the Spring to explain the program and to acquaint them with the Do's and Don't's of being a buddy. The following list was handed out.

Do

1. Establish a personal relationship with your partner as soon as possible.
2. Exchange program cards, and, if desirable, phone numbers.
3. Keep abreast of new school rules and programs.
4. Listen to your partner's concerns. Often the most important concerns will not be brought up until he has established a trusting relationship with you.
5. Regularly seek advice and help from the coordinator of the program.
6. Be as positive and encouraging as possible — always encourage your buddy to try.
7. Try to find a mutually agreeable, quiet place to meet where you will not be distracted by your other friends.
8. Get additional help if you feel confused, overburdened or uninformed on a particular issue.
9. Remember that your main task is to support your partner through the difficult adjustment to high school.

Don't

1. Begin with "What's Your Problem?"
2. Try to fill the role of Dean, Grade Advisor or Guidance Counselor.
3. Be sarcastic or threatening.
4. Play psychiatrist.
5. Take the role of boss or superior in the relationship.
6. Downgrade teachers, school conditions — this will only discourage your partner.
7. Miss an appointment.
8. Underestimate the seriousness of your partner's concerns or neglect to seek help from the coordinator if you are puzzled.

For the first year of the program only students who showed a clear need were matched with a buddy. Eventually it was hoped to help all incoming students. Deans, grade advisors, guidance counselors, homeroom teachers, classroom teachers and administrators were contacted for their recommendations. They were urged to suggest students who had a level of problem which could be helped by another student rather than those who needed more intensive guidance help.

Another advertising campaign was launched to bring in new students. Application forms were filled out and the business of matching students began under the direction of the coordinator. Another duty of the coordinator included briefing each upperclassman with as much helpful information as possible about the newcomer. The Project Coordinator continued to emphasize to the upperclassmen that he would always be available to them for support and assistance.

II. STUDENT INFORMATION CENTER

Another human relations technique is to establish a Student Information Center in the student cafeteria. This center was sponsored by the Student Organization in some schools or the Student Constituent Committee in other schools and was operated by students. The center served many useful purposes, such as:

1. Providing students with information related to school operations.
2. Directing students to the proper personnel to resolve their concerns.
3. Apprising students of special school activities.
4. Making students aware of the many special services and programs available within the school.
5. Serving as a resource center for articles, pamphlets or other descriptive material related to student interest.
6. Providing a place where school clubs, teams, etc. could advertise and recruit new members.

Additionally, the centers in various schools served as:

1. a base for a peer counseling program to assist students with school or personal problems;
2. a rumor clinic;
3. a clearing house for social activities information e.g., parties, concerts, film festivals;
4. a school store.

The Student Information Center was most active at the beginning of the semester when there were critical informational needs related to student programs, lunch applications, transportation passes, and special bell schedules.

Suggestions for estabishing a Student Information Center:

1. Locate it in the Students' Cafeteria.
2. Begin modestly and build on your success.
3. Get support and cooperation from the administration.
4. The Center should be sponsored by the Student Organization in cooperation with other student groups.
5. The Center should be sufficient in size, centrally located, and gaily decorated. Posters look nice.
6. Recruit a cross-section of knowledgeable students to staff the center. These students should be oriented and trained in human relations and problem solving techniques.
7. The Center's staff should keep a log book covering all activities performed.
8. Develop a comprehensive file of resources for referral purposes.
9. Keep a loose-leaf book of all circulars relating to school operations.
10. Keep a movable chalk board with the schedule of the week's activities or special events.
11. Develop a system of handling student requests that can't be answered on the spot.
12. Get a mailbox for the center in the General Office or other convenient area in the school. This is useful for receiving school information circulars, requests, and as a drop for material to be disseminated through the Center.
13. Don't let the Center be a "hangout."

III. SPORTS AS A HUMAN RELATIONS TOOL

In the belief that the sharing of experiences is a positive force in improving race relations, several School Neighborhood Workers devised programs to bring different constituencies together on the playing field. In one school this consisted of weekly Saturday and Sunday practice sessions for a basketball team which was made up of boys who were not members of the school team. Many of the students who joined in these games were pleased to have a chance to play with their peers at a park nearer to their home. The lengthy traveling time to and from the school had made it difficult for them to join the school's team. The boys and their parents felt that the school was taking an interest in them in providing them with a meaningful pastime.

At another school the Human Relations Team was instrumental in starting an intramural tournament in volleyball, basketball and softball. The School Neighborhood Worker made a sincere effort to get boys from all constituencies involved and to carefully oversee the makeup of each intramural team. A trophy was offered as an incentive to the students to participate in the program.

It should be noted that while these activities were male oriented, many similar activities would be beneficial to the female population of each school. Coed activities should prove to be equally rewarding.

IV. A YOUTH DIALOGUE

A group of high school students participated in a Youth Dialogue sponsored by the Community Affairs Division of the New York City Police Department. The purposes of the dialogue were:

1. to discuss ethnic differences and school-related tensions
2. to discuss student-police interaction

Attending this dialogue were twenty-nine students, (fifteen Black and fourteen Italian-Americans), three police officers, and two members of the school faculty.

The day began with recreational activities including basketball, football, softball, table tennis and pool. This part of the program provided a relaxed, comfortable environment during which students could interact and participate in activities that were both enjoyable and competitive.

Following the recreational period, students were given one-half hour to relax and eat lunch. After lunch, the Youth Dialogue began. Students were given two guidelines:

1. respect the individual who is talking by permitting him to speak without interruption.
2. if you want to be recognized, raise your hand.

Students were encouraged to relate to their peers any frustration, anxieties, misunderstandings, complaints, etc.

The effects of the dialogue were:

1. an opportunity for group interaction which improved individual and group peer behavior
2. a comfortable environment for ventilation
3. an understanding and awareness of misunderstood or unknown group practices
4. a casual atmosphere brought about by a common interest in athletics, and participation in activities by all individuals
5. an opportunity for individuals to engage in self-expression; an opportunity to be heard, an important need
6. the recognition that students have similar fears, frustrations and anxieties
7. the heightened awareness of others
8. by role-playing, an opportunity to 'feel' how it is to be the "other guy."

Continuation of the Youth Dialogue can be implemented by arranging sports days, movie days, ski days, camping trips and weekends, trips to various sporting activities, bike riding activities, hiking.

V. A WEEKEND TOGETHER

In May, five faculty members, including the assistant principal, accompanied eighteen male students on a camping trip. The group consisted of nine white and nine black students who had been involved in fighting incidents with each other in February. The weekend was a tremendous success toward building a human relations club.

The School Neighborhood Worker met with all of these students at least five times before the weekend to establish a sense of group trust. In addition, he met with smaller groups of these students at other times.

The group left on Friday at 1:30 p.m. The bus ride itself was an example of interaction between both groups. On Friday night all of the students played ball and shared in the activities of cooking, eating, sleeping, and setting up the tents. On Saturday, there was one big rap session at which time the School Neighborhood Worker brought up the question: "What's been happening so far? How come you're getting along so well?" Some of the answsers were: "We're friends now. We didn't know them then." The teachers were also seen in a new light.

The students made the following commitments:

1. They will try to educate new admissions to the school who enter with the same type of attitudes that they once had.
2. They will form a Human Relations Club.
3. If a student has a problem, he will now have someone to go to in the community who can help him out.

D. ESAA RELATED MATERIALS

AN INTRODUCTION TO WORKING WITH GROUPS

GENERAL GUIDELINES

A positive Human Relations environment results from an active program enlisting the participation and cooperation of all school constituencies so that there will truly be equal access to all school programs by all students, and participation in the decision-making process. Constituent committees should be representative of all groups in the school population, including elected official leaders as well as unofficial non-elected influential students. This process can be used by any school given the proper facilitation and administrative support.

Notes of Caution:

1. Proper planning and negotiation with different constituencies should take place prior to joint meetings. It is extremely unwise to bring groups together without first developing a commitment to constructive change.
2. The facilitator should structure common goals and develop implementation plans and should not become threatening to any member. Pressure should never be brought on a member of the group to act in such a way or say something contrary to that member's own self interest or emotional well being.

3. Although what is described in this report is being made available to all school personnel, it should be used after training in human relations and the group process. No attempts are made here to bring about direct behavioral modification, to do "sensitivity training" or psychological counseling.
4. Teachers often feel that by the nature of their profession they can deal with groups. This is not always the case and all school personnel should be aware of the pitfalls of these approaches. A good starting point would be Lifton's book "Working With Groups."
5. **The high school human relations instructor should:**
   a. be a licensed teacher (required in New York City)
   b. be impartial in enforcing rules and regulations
   c. have an understanding of communication and the group process
   d. be sensitive to the ways in which different groups and individuals react
   e. have skill at rephrasing and summarizing so that the group recognizes its own ideas and does not feel manipulated
   f. have a working knowledge of human relations approaches, strategies and techniques
   g. have the ability to design training and developmental programs

(From Saal Lesser, Human Relations Consultant, from a manual for in-service course instructors, "We — A Manual for Human Relations Course Instructors," Office of Intergroup Education, 1972, New York City Board of Education.)

Human relations teachers should try to establish an overall physical and psychological atmosphere that allows for:

1. people to see one another's faces
2. people to learn one another's names
3. a sense of exploration
4. a climate of acceptance for different points of view
5. an opportunity to differ strongly without personal insult or physical recourse
6. an opportunity to ventilate pent-up or unexpressed feelings through a feedback procedure
7. an open and honest group reaction to the leader
8. group input to decision-making

Human relations teachers should try to avoid:

1. oversimplification and overgeneralization
2. speaking of minority groups as "they"
3. placing group members in an "ethnic bag" (let each person say for himself where he wants to belong)
4. calling on a group member to "defend" or speak for a particular ethnic group
5. ascribing statements of individuals to the whole group; i.e., no one can represent a group unless that group gives him consent
6. allowing class discussions to become personality or ethnic conflicts which you are unable to "turn off."

Human Relations Training in the Group Process

In considering approaches to promote better group process, one must keep in mind the objectives of human relations training:

1. to make one sensitive to cultural and behavioral differences, and similarities and needs of individuals and groups.
2. to develop insight into one's own behavior and the consequences of that behavior in groups.
3. to develop communications skills among group members.
4. to impart knowledge about group behavior and the forces and interactions within the group.
5. to develop basic human relations skills useful in facilitating group functioning, advancing positive human relations programs in the schools, and implementing and achieving group goals.

(Paraphrased from **Intergroup Education and Social Change**, a manual for human relations course instructors, New York City Board of Education.)

D. ESAA RELATED MATERIALS

SOME SUGGESTED ACTIVITIES TO IMPROVE HUMAN RELATIONS IN THE CLASSROOM

Many teachers are finding that several class sessions are useful in establishing a more humanistic atmosphere and a sense of community.

The process of "Interview and Introduction" is recommended for the second or third week of class, after programs have been changed and classes stabilized. To be effective two class sessions are needed. Partners are assigned and they are given five to six minutes to interview each other. Each student is expected to introduce his partner according to an interview structure placed on the blackboard. The structure should be modified to fit the class.

Interview Structure:

1. name
2. home community (or previous school)
3. three to five hobbies or interests
4. two outstanding things about your partner
5. in his/her future my partner wants. . . (three things)
6. the most interesting thing I learned about my partner

After the interview period, chairs should be moved to face a central point in the room, and the introductions conducted at random, with teacher comments interspersed to provide continuity and a positive atmosphere. Some teachers choose to present their own self introduction. This process, if done sensitively, says to the student, "I want to know you and to relate to you as an individual." It can provide the foundation for a cooperative, unified feeling among class members.

For other ideas you might want to refer to some of these resources:

1. Elizabeth Hunter, "Encounter in the Classroom"
2. also by Hunter, "100 Ways to Enhance Self-Concept in the Classroom"
3. Jean Dresden Crambs, "Intergroup Education, Methods and Materials"
4. Taba, Brady & Robinson, "Intergroup Education in Public Schools"

D. ESAA RELATED MATERIALS

NOTES FOR TEACHERS OF HUMAN RELATIONS LESSONS

Structure of the Lesson

Distribute the sentence completion exercises. Students should be encouraged to write what they feel, and to write whatever comes to mind. Since no names will be put on the sheets, students can be completely candid.

Have students exchange the completed sentences several times with their neighbors, or collect the sheets and redistribute them.

Students should read the feelings on the sheet in front of them. They can make any additional comments they wish. An open-ended discussion of the themes in each lesson develop.

The Aim of These Lessons is to help students see that they have common feelings, hopes, concerns, and fears — that we are all basically human. Hopefully, this will become evident from the discussion. Perhaps students can be led to verbalize this conclusion themselves. This accomplishment would be the summary-aim of the lesson.

Recommended First Human Relations Lesson

Do not put your name on this paper. Complete each sentence.

1. When I first saw (name of high school) I felt _____
   _____
2. I feel that the biggest difference between (name of high school) and my old school is
   _____
   _____
3. I feel that one of my problems here is going to be_____
   _____
4. I feel that one of my greatest joys here will be _____
   _____
5. One of my greatest concerns about the next three or four years in this school is
   _____
   _____
6. My parents think that (name of high school) is _____
   _____

Recommended Second Human Relations Discussion

Do not put your name on this paper. Complete each sentence.

1. When I walk through the halls and up and down the stairs, I feel _____
   _____
2. When I enter a new class I feel_____
   _____
3. It makes me feel very comfortable in a classroom when _____
   _____
4. I like best the kind of teacher who _____
   _____
5. I turn a teacher off when I_____
   _____
6. A teacher turns me off when_____
   _____
7. I get angry when other students _____
   _____

ESAA RELATED MATERIALS

INDICATORS OF INTERGROUP TENSIONS

Of all the skills required of the Coordinators in any school, probably, one of the most important is the ability to read the climate and tone of one's school. The capacity to note a change in the "normal" school atmosphere is essential to being able to head off any impending conflict. All the theories about decision-making structure, institutional segregation, rules and regulation implementation, etc. are useful, but if one does not have the practical ability to see the changes that occur as conflict becomes more imminent, one will not be able to deal with it.

An increase in any or all of the following indicators can be a signal of student unrest.

1. Hall traffic
2. Disciplinary problems
3. Presence of student vehicles around the school
4. Vandalism, fires, bomb threats
5. Cutting classes
6. Lunchroom segregation
7. Decrease in attendance in extra-curricular activities
8. Rumors of violent incidents in the community
9. Realignment in turfs (where students congregate)
10. Incidents in local stores and transportation
11. Gang activity
12. Racial and ethnic stress
13. Polarization beyond the normal
14. Presence of outsiders
15. Attention to school security

These indicators should serve as clues to a change in school tone. The Coordinator should travel about the building in order to perceive the above indicators as part of his normal routine. Any changes should be investigated and brought to the attention of the school administration and human relations team.

ESAA RELATED MATERIALS

THE TENSION BAROMETER

The Staff of the Human Relations Project found that the systematic diagnosis of the school environment provided in the following "Tension Barometer" is extremely useful. In addition, it was found that the answers to the questions were as important in gaining an insight into people's perceptions as they were in obtaining objective data about the school as a community.

As was noted in their paper, "Crisis Prevention and Intervention in Secondary Schools: A diagnostic approach to the assessment of tensions," Birnbaum, Widaen and Small emphasized that the Tension Barometer must be used in the context of a complete crisis-prevention, pre-crisis and crisis intervention plan. The "Barometer" provides the data for intelligently and systematically preventing and/or intervening in school crisis situations. By compiling and comparing objective, subjective, and observational data from a variety of sources the "peril points" of the school environment can be focused on. The tension profile should ultimately lead to the development of strategies for resolving school problems in a collaborative effort described in other sections of this document.

The Boston University Human Relations Laboratory paper follows.

BOSTON UNIVERSITY HUMAN RELATIONS LABORATORY

A TENSION BAROMETER FOR HIGH SCHOOLS

(Adapted from "Crisis Prevention and Intervention:
An Approach for High Schools" by
James F. Small, Irving Widaen and Max Birnbaum)

The following questionnaire is designed for use in developing a profile of the existing and potential sources of tension in high schools. It is organized in four sections: objective factual data, internal observational data, external observational data and finally a section on attitudes, feelings and perceptions.

I. OBJECTIVE FACTUAL DATA

Student Body

1. What is the total enrollment of the school?
2. What is the ethnic and racial composition of the student body?
3. Does the current picture represent a significant change in the composition within the last five years?
4. Where are the feeder schools and what kind of students (racially, ethnically, academically, socio-economically, etc.) come from each school?
5. How is the school zoned and what options are available to potential enrollees?

6. Of the entering Freshmen Class what percent actually graduates and what is the rate of student turnover?
7. What proportions of the student body graduate with what type of diploma, e.g., academic, commercial, general, etc.?
8. What is the average attendance at the school?
9. What is the structure for student government at the school?
10. What power, if any, is allocated to student government?
11. What extra-curricular activities are available at the school?
12. Does the pattern of participation in the various areas of school life (sports, extra-curricular, student government, etc.) reflect the ethnic and racial composition of the school?
13. Is there a domination of certain activities by specific ethnic and racial groups? Is there a mutually understood pattern of accomodation (unwritten) in regard to school extra-curricular activities ("turf or property concept" in which racial, ethnic, or other subgroups tend to cluster in specific activities)?

Staff

1. How large is the staff? What is the range of staff experience?
2. What percent are regular licensed teachers and what is the annual turnover (retirement and transfer)?
3. Is there a clear policy in regard to teacher assignments and rotation of positions?
4. What are the union contractual constraints on the utilization of teachers?
5. How is the relationship between the Union Chapter and the administration structured?
6. What is the procedure for dealing with teacher grievances? What has been the nature and the volume of teacher grievances in recent years, e.g., what has been the volume of threats or assaults on teachers in the classroom?
7. What are the criteria for teacher selection for special roles? (Coordinators of special programs, etc.)?
8. What is the average experience level of the staff?
9. How many majority and minority group members are on the staff?
10. What kinds of positions are held by the majority and minority group staff members? Is the racial, ethnic and religious distribution of staff similar at all levels of the hierarchy or do some levels reflect subgroup dominance?
11. What are the numbers, racial and ethnic composition and defined duties of non-professional staff e.g., parents acting as security aides, paraprofessionals acting as teacher aides, cafeteria staff, office and clerical, etc.?
12. What auxiliary staff are involved in the school program on an ongoing basis, e.g., persons performing psychological guidance or social work functions? What is the volume and nature of court referrals, home visits, etc. by these persons?

13. What special staff roles exist within the school and what functions are served by persons in these roles, e.g., Director of Student Activities, Coordinator of Student Affairs or comparable titles and roles?

Curriculum

1. What special programs and services are provided for the school: alternate schools, college bound, youth services, etc.?
2. What role do students play in making recommendations in regard to curriculum?
3. Through what procedure is curriculum revision accomplished at the school?
4. What electives are available to students? At which grades?
5. Do curriculum offerings reflect social as well as academic needs of students? What curriculum offerings have been added or deleted in the last five years?
6. Is there interdepartmental cooperation in regard to curriculum revision?
7. How are pupils programmed: tracking, modular, etc.? What is the racial and ethnic composition of the varius levels or phases?

Physical Plant

1. What is the pupil capacity of the building? Is it over-utilized?
2. How old is the building and what is the physical condition?
3. Are there annexes and what is the assignment pattern there (students, staff)?
4. Is there evidence of vandalism inside and outside the building?
5. Obtain a floor plan of the building.
6. Is this a multiple session school? How are assignments made?
7. Is the bell system, intercom, etc., operable and audible?
8. What is the length of the passing period? Is the building capable of handling time allocations?

Security

1. What are procedures for checking student attendance?
2. How much cutting is there and how is this handled, e.g., what are the lateness procedures and are they enforced?
3. What security personnel are present in the building, e.g., security guards, police, teachers assigned to security duty? How are teacher patrol assignments made? What are the assistant principals' duties in relation to security and discipline?
4. Which areas are patrolled on a regular basis?
5. What contingency plans exist for emergencies (bomb scares, fires, etc.)?
6. What type of liaison is maintained with the police precinct? Is there direct access to neighborhood precinct via telephone?

7. How are teachers informed of crisis or emergency contingencies?
8. Is there teacher supervision of incoming and outgoing buses?
9. How many teacher-aides and paraprofessionals are assigned to the school?
10. Is there a school-wide security plan? Is it operational?
11. To what extent are students utilized in security matters?
12. What are rules and procedures for student discipline (e.g., suspension and expulsion)? Is there a specific school guideline in addition to district policy?
13. If there are special in-school facilities for detention, what are the racial and sexual proportions of students detained? What are the percentages of the offenses for which students are detained or suspended?

Community Resources

1. Is there a structured system of contact between the school and the community?
2. Is there a parents' organization in the school? What is the nature and size of its active membership? What are the functions?
3. What kind of neighborhood is the school located in (wealthy, poor, ethnically mixed or homogeneous, etc.)? Is this a stable neighborhood or is it experiencing population shifts?
4. What is the specific neighborhood composition (racial and ethnic constituencies)?
5. What neighborhood agencies are located in the communities?
6. What fraternal, racial and ethnic organizations are located in the community?
7. What religious institutions are located in the community?
8. Is there a pattern of neighborhood reaction to the school in the light of changes in student body, e.g., volumes of complaints with racial overtones?
9. What is the nature of the school's relationship to the special services available in the community?
10. Is the community involved in school affairs on an on-going basis or only in times of emergency?
11. Is there a school-community council? What is its composition, structure and purpose? How often does it meet? Who is involved?
12. Is there a work experience program for students?

II. INTERNAL OBSERVATIONAL DATA

Bathrooms

1. Are some bathrooms currently closed to avoid problems?
2. Is there substantial prevalence or recent incidence in the frequency of any of the following problems: Sale and use of narcotics, theft, vandalism (physical destruction, fires, etc.), physical beatings?

3. Are there substantial numbers of students repeatedly spending long periods of time in the bathrooms ("bathroom majors")?
4. Are there some bathrooms in which physical modifications have been made to reduce privacy in order to avoid problems, e.g., removal of cubicle doors or outside bathroom doors?
5. Do bathrooms appear to reflect racial "turf?"

Cafeterias

1. In seating patterns, is there evidence of self segregation being rigidly adhered to along group lines e.g., where racial "turf," clique and other interest groups actively exclude others and mixed groups are rare or totally absent?
2. Are there a substantial number of fights across group lines which evoke group response, e.g., retaliation or withdrawal by a racial group "en masse?"
3. Is there a substantial number of people present who do not belong in the cafeteria, e.g., outsiders, cutters, "cafeteria majors," student on passes to other places, etc.?
4. Is the cafeteria a center for illicit activities, e.g., sale of narcotics, sale of stolen property, theft, extortion, etc.?
5. Is there low visibility of teachers and other school personnel in the cafeteria?
6. Do the above illicit activities go unchallenged or unnoticed?
7. Is the general quality of food and service in the cafeteria sufficiently low to provide a ready focus for discontent?
8. Do the logistics of cafeteria organization create a context which exacerbates problems, e.g., unnecessarily long waiting lines, simultaneous entrance and exit of large groups through same doors?

Entrances, Exits, Halls and Stairwells

1. Does the layout (the position of water fountains or fire doors, the number and position of entrances and exits) procedures (up and down staircases, use of lockers during passing time), and the timing and volume of student traffic flow, lead to congestion at specifically identifiable places, increasing the likelihood that physical crowding will ignite existing tensions into incidents, e.g., fighting, shoving, etc.?
2. Are there minimally utilized places in the building which provide a breeding ground for illicit activities, e.g., theft, physical molestation, narcotics sale and use in out-of-the-way or minimally lighted places?
3. How effectively, how thoroughly and by whom are entrances, exits, halls and stairwells patrolled? Is the assignment pattern for patrol effective enough to prevent ready illicit entrance and exit from the school and provide traffic management?

4. Are those assigned to enforce regulations capable of performing the job? Do multiple duties cause some necessary functions (e.g., patrolling) to fall between the cracks? Are priorities for rule enforcement realistic? Are the rules themselves enforceable?
5. Are the halls, during instructional time, populated by a substantial number of students, e.g., cutters, non-attending students (outsiders, "absentees"), students utilizing legitimate passes for illegitimate purposes, student on forged passes, etc.?

Classrooms

1. How much do hallway problems intrude upon the classroom? How many teachers keep classroom doors locked?
2. Where does academic instruction take place (physically)? Is it confined to specific areas or spread throughout the school? Does the diffusion of instruction increase the intrusion of non-instructional problems (e.g., security, discipline, etc.) on the instructional process?
3. Are many classrooms used by more than one teacher or for multiple purposes during the course of the school day? Do teacher exchanges create problems of security?
4. How severe are atendance problems? How severe are cutting problems? (What does the relationship between students registered and students present imply about problems? Why are students absent?)
5. What is the volume of referrals to the office? Are cutting problems or office referrals particularly high for some teachers?

Special Use Facilities: auditorium, gym and locker rooms, study halls, lounges, offices, libraries, specialized instructional rooms (Shops, Home Economics, Music, Language Labs, etc.)

1. Does the volume and intensity of disciplinary and security problems in these places indicate a high level of tension in the student body? If one thinks of these places and the activities which occur there as potential "safety valves" for student tensions and energies, what does the amount of steam being let off there indicate about the tension potential of the school?
2. Are circumstances created by the nature and structure of these facilities which lead to special problems? For example, does the physical structure and freedom of movement of shops, home economic rooms, etc., make these classes subject to problems different from "normal" classrooms? Does the auditorium provide special security problems due to the large numbers who gather there at one time, the multiple uses to which it is put, presence of "outsiders" at assemblies or the lack of specific responsibility for its supervision? Do libraries and study halls have special problems due to the combination of students utilizing the facilities for work and students using them for leisure? Does the student lounge or "rap room" provide a refuge for "cutters?"

3. Have a substantial proportion of teachers in these facilities abdicated the disciplinary role? Are a substantial number of teachers in these facilities unrealistically trying to enforce formal classroom discipline standards in circumstances where informal interaction is built into the situation, e.g., gym, shops, etc.?
4. Are office personnel prepared to deal with concerned parents or parents with complaints? What is the volume of parents coming to the school without being requested to do so? (In schools with bilingual student populations are there bilingual faculty and office personnel?)

III. EXTERNAL OBSERVATIONAL DATA

Transportation To and From School

1. Are large numbers of children regularly transported to school in private cars, despite readily available other means of transportation? Does this group of privately transported students reflect a cross-section of the school's ethnic and racial groups? If not, what groups are avoiding the buses?
2. Are there overt indications of community hostility toward students walking to school (complaints, verbal or physical abuses)?
3. How frequent and how severe are incidents (fighting, theft, etc.) among students on the buses or other public transportation vehicles? How often do they result from racial or other group antagonisms or start for other reasons but subsequently evoke racial or group overtones, e.g., what proportion of fights is within racial groups? What proportion is between racial groups? How often do fights between two individuals turn into group clashes?

Social Groupings in the Neighborhood

1. Are there identifiable, organized "gangs" in the neighborhood? What is the nature of their organization, purpose and racial/ethnic composition?
2. Is there a "turf" concept operative in the neighborhood? How strictly is it adhered to? How much physical confrontation among gangs or between gangs and individuals takes place? How much of this is within and how much is between racial and ethnic groups? Has the proportion of racial and ethnic mix reached a stage at which there are sufficient numbers in potential "rival enemy camps" to make confrontation likely or is there a clear pattern of dominance by one group? If dominance exists, what is the pattern of change: (a) stable (b) dominance increasing (c) groups now in the minority increasing in number and likely to lead to rivalry and confrontation?
3. To what degree do these group confrontations spill over from the community into the school? Have gangs or informal groups (and their leaders) "staked out" the school as "turf" and established "controls" to maintain it as their "property?" Are gang colors or insignia worn in school? Do beatings and hazings appear to have gang connotations? Do graffiti and verbal abuses refer to gang and racial conflicts?
4. If there are not organized gangs in the neighborhood, how much of the behavior referred to in questions 1 and 3 occurs informally? Do patterns of population change suggest a potential increase, decrease or stabilization of these occurences?

Neighborhood Peril Points

1. What are the major neighborhood "hangouts" for students: stores, eating places, parks, playgrounds, street corners, parked cars, shopping centers, bus stops, school grounds, school parking lots, etc.? What proportion of these are racial/ethnic turf with mutually understood rules dictating their utilization by particular groups?
2. How much police presence is there in and around the school and neighborhood, i.e., routine patrols and arrangements for special circumstances? What kinds and what proportion of incidents involving students typically precipitate police intervention? How often, how recently, and for what purpose has the school requested special police help? What has been the volume of attacks, beatings, rapes, etc., in and around the school?
3. What is the volume of neighborhood complaints concerning student "hang out" behavior (e.g., storekeeper complaints, etc.)? Are there significant self-appointed groups ("vigilante" or self-protection groups) present in the school neighborhood? What activities are these groups engaged in? Are there fraternal groups in the neighborhood involved in "policing" or "harassment" activities?
4. What proportion of neighborhood incidents are precipitated by truants and cutters? By neighborhood youths not enrolled in school? By youths from other neighborhoods or students' siblings who attend other schools?
5. What kinds of group conflicts (racial, ethnic, etc.) are evidenced at athletic events, school dances, etc.? Have these events become a focus of intergroup fights?

IV. ATTITUDES, FEELINGS AND PERCEPTIONS

Fear

1. How often is physical fear alluded to in conversations among or within faculty, students, administration, parents, others?
2. Is fear phrased in racial or ethnic terms?
3. Do teachers and administration tend to overlook disciplinary infractions for fear of evoking an incident?
4. Are there certain places in the school where students and faculty fear to go?
5. Does fear of group retribution (racial, etc.), follow any violent incident?

Resentment

1. Do persons directly concerned with enforcement of discipline and law (administrators, faculty, police, bus drivers, etc.) express resentment of the excessive or new demands these duties impose upon them? ("I didn't come into teaching to be a policeman"; "Why is there no respect for authority anymore?")
2. How much nostalgia is expressed for the "good old days" which persons would like to reinstate?

3. Is there a general attitude among faculty of avoidance of extra duties related to security?
4. What portions of students openly resent school as an unwanted imposition or a "waste of time?" Has resentment crystallized in organized or group form?
5. Do students feel overcontrolled or undercontrolled by school rules?
6. Does the faculty feel that school rules are unenforceable?

Apathy — Alienation

1. How much apathy and disillusionment is evident in teacher and administrative conversation? ("Why get involved; nothing ever comes if it; all I want to do is stay out of trouble.")
2. What other signs of low morale are present, e.g., lack of proprietary feeling on teachers' part about their classroom?
3. To what degree has the school developed a negative or lackluster reputation in the community?

Group Rancor

1. How often do angry feelings get expressed in group terms (teachers, students, Blacks, Whites, etc.)?
2. How much provocative behavior and overt hostility (name calling, fight picking, etc.) evokes group prejudices? Conflict of group interests?
3. How often are perceptions of discrimination or preferential treatment towards groups voiced?

Scapegoating

1. In discussion of school problems do the various constituencies tend to blame each other as groups or subgroups? (Teachers blaming parents, community blaming administration, etc.)
2. How defensive are responses to such scapegoating behavior?
3. Has the school become the focus of a political power conflict in which the flames of such behavior are purposely fanned? (e.g., through evoking ideological differences, prejudices, etc.)?

Denial

1. How widespread is denial of the existence of problems?
2. Is denial conscious (e.g., for purposes of avoiding public criticism or administrative sanctions — "keeping one's nose clean") or does it involve self-deception (e.g., insulating oneself from recognition of the magnitude of problems for fear of facing one's inability to deal effectively with them)?
3. What kinds of responses do questions about problems evoke: relative openness, hedging, defensiveness, denial, hostile counterattacks, etc.?

II. DEVELOPING EFFECTIVE HUMAN RELATIONS PRACTICES IN SCHOOLS.

A. INTRODUCTION — STAFF AND PHILOSOPHY

There are schools that will not be recipients of federal funds for human relations projects. We believe that they can, however, benefit from the New York City experience and carry out effective programs with their own staff. This section outlines ways in which a Coordinator of Student Affairs can organize an effective student activities program based on human relations principles.

I. THE COORDINATOR AS HUMAN RELATIONS SPECIALIST

The Human Relations Component of the 1975-76 ESAA Project recognized the need to involve the entire school community in the life of the school. As the New York City schools are organized, the individual with primary responsibility for such involvement is the Coordinator of Student Affairs. (The term "Coordinator" will be used hereafter.) This section defines the varied roles of the Coordinator as human relations specialist and provides resources to implement and sustain a student activities program based on effective human relations practices.

II. BACKGROUND ON THE N.Y.C. POSITION OF COORDINATOR

In 1969, amidst widespread student unrest, the position of Coordinator of Student Activities (COSA) was established in New York City High Schools. Expanding on the ombudsman notion, the COSA was a faculty member, selected by the principal, assigned to deal full time with student affairs. More specifically, the Coordinator was to facilitate and enhance "the active and enthusiastic cooperation of faculty, student, parents and community in all of the activities of the school." It was hoped that such interaction would promote democracy, positive intergroup relations, and develop for students a more realistic role in those affairs which closely affect them.

Originally, six specific duties were assigned to the position; these were:

1. Teach one class in student leadership; the class should be elective and should follow guidelines to be developed in each school.
2. Be responsible for the council or other executive body of the student organization; guide the organization and functioning of other school councils; homeroom council, class councils (9th, 10th, 11th, 12th year classes).
3. Be responsible for implementing recommendations made in the new bulletin as to student involvement and education in student affairs.
4. Be responsible for orienting, educating and sensitizing members of the faculty as to student roles and involvement in the school, its curriculum, its activities, its affairs generally.
5. Be responsible for the organization and development, with students and faculty, of extra-curricular activities such as clubs, discussion groups, forums, visiting speakers, etc.
6. Be responsible for the involvement of other faculty, parents, community figures in the evolving program of student affairs.

Additionally, six specific basic guidelines to govern these duties were promulgated. They were:

1. The principal is the direct supervisor of the Coordinator of Student Affairs.
2. The Coordinator should act as a clearing house for student grievances.
3. The Coordinator's responsibilities should be open-ended so as to meet different school and community situations.
4. The Coordinator should cooperate with other student activity advisers, not replace them, in order to expand the effectiveness of the program.
5. The Coordinator should have a flexible time schedule.
6. The Coordinator should teach one leadership class within this flexible schedule.
7. The Coordinator will be expected to become involved with students in community activities, evening meetings, etc.

Since the creation of the position, the job of Coordinator has evolved, much as originally conceived. This guide has been designed to assist Coordinators and others involved in human relations activities in New York City schools and to assist other school systems in developing and creating such a position.

THE RESPONSIBILITIES OF THE COORDINATOR OF STUDENT AFFAIRS IN NEW YORK CITY HIGH SCHOOLS

The 1969 memorandum establishing guidelines for the position of Coordinator of Student Affairs follows:

Guidelines for Position of Coordinator of Student Affairs

In keeping with stated goals in the high schools of involving all students in school affairs, a full-time position of Coordinator of Student Affairs is assigned to each high school. The central purpose is the active and enthusiastic cooperation of faculty, students, parents and community in all of the activities of the school. It is proposed that such interaction will promote participatory democracy and develop for students a realistic role in those affairs which are of closest concern to them. The Coordinator of Student Affairs will be charged with the responsibility of promoting student involvement and of developing a place in the affairs of the school for the voices of students of all shades of opinion. The faculty member in the new position will be responsible for implementing the goals and objectives of the new bulletin "You and Your Student Organization—Get Involved."

Criteria for Selection

1. The teacher assigned to the new position should be a mature, experienced and respected member of the faculty.
2. He should be a tenured teacher; license held is not a prime consideration.
3. He should be outstanding and effective in human relations and recognized as such by students and faculty.

4. He should be able to promote active cooperation of students and teachers; at best there should be evidence on the record of this ability.
5. Be responsible for the organization and development, with students and faculty, of extracurricular activities such as clubs, discussion groups, forums, visiting speakers, etc.
6. Be responsible for the involvement of other faculty, parents, community figures in the evolving program of student affairs.

Additional Considerations

1. An in-service course will be organized to aid in the growth and development of teachers assigned to the new position.
2. The Coordinator of Student Affairs will be expected to become involved with students in community activities, evening community meetings, etc.
3. The new position is "open ended"; it is new, experimental, growing, subject to change and growth.
4. It is full time for one person; it can not be assigned in fragmented fashion.
5. The new coordinator should be involved in developing the course of study for the elective leadership class.

SEELIG LESTER
Deputy Superintendent

Additional recommendations to clarify the Coordinators' role were subsequently outlined as follows by the Board of Education:

Basic Guidelines

1. The principal is the direct supervisor of the Coordinator of Student Affairs.
2. The Coordinator of Student Affairs should act as a channel of communications of student grievances.
3. His responsibility should be open-ended so as to meet different school and community situations.
4. He should cooperate with other student activity advisors, not replace them, in order to expand the effectiveness of the program.
5. He should have a flexible time schedule.
6. The Coordinator of Student Affairs should teach one leadership class within this flexible schedule.

Suggested Activities

1. Form a Council of Faculty Advisers to develop and coordinate activities and to implement a cohesive program of student activities.
2. Teach a leadership course designed to include present school officers, as well as prospective ones. This course should also include those students who demonstrate leadership qualities outside those of student government.
3. Cooperate in the implementation of the Bulletin, "You and Your Student Organization—Get Involved."
4. Meet with community, religious, and other groups so as to further the articulation between school and community.
5. Be a member of the Consultative Council and the Principal's Cabinet so as to ensure the consideration of the interested student's point of view.
6. Visit classes (homeroom and subject) at the invitation of the teacher to discuss student affairs and desires in a small group environment.
7. Inform the faculty and administration as to what is happening in student affairs.

In October, 1974 The New York City Commission on Human Rights, in its report "AFTER INTEGRATION: PROBLEMS OF RACE RELATIONS IN THE HIGH SCHOOL TODAY" recommended that **the Student Coordinator in the high school should be used more extensively and effectively in dealing with intergroup relations among students.**

> . . . He should function as the staff person with primary responsibility for human relations, and should have direct access to and the full support of the principal . . . He should act also as the school's liaison with the Board of Education and other outside resources for human relations. He should develop workshops, interracial student dialogues and other activities to establish improved intergroup communication and relations. He should be the key faculty person on the alert for possible rumors or early conflicts, and should establish procedures for intervention in minor incidents to prevent escalation into major conflicts.

The Coordinators' role at two typical urban high schools:

Example one:

1. Supervise leadership training class — Scholarship group.
2. Bulletin Boards.
   a. assign boards to school groups
   b. keep duplicate set of keys for locks
   c. supervise posting of suitable material
3. Compile student Information Booklet.
4. Have available for all incoming students the pamphlet: **Rights and Responsibilities of H.S. Students**.
5. Coordinate out-of-school learning activities.

6. Invite groups from schools to visit high school, prepare a program and supervise visit.
7. Coordinate Student Activities Day; poll faculty and students and prepare program.
8. Be available to deal with student problems and referral to guidance, P.A., etc.
9. Maintain a Student Affairs Squad.
10. Disseminate school rules and regulations to all students each year.

Example two:

1. Responsible for all aspects of the Student Organization.
   a. **Student Government**
      (1) Hold elections for student organization Executive Council.
      (2) Meet with Executive Council of Student Organization at least once a week.
      (3) Attend Student Council Meetings to be held at least once a week.
      (4) Keep students informed and assist them in implementing any new recommendations.
      (5) Attend all related meetings: e.g., COSA, Boro-Wide Council.
      (6) Select and accompany students to conferences and workshops held outside N.Y.C.
      (7) Work with Executive Council on allocation of Student Activities Funds.
   b. **Clubs and Activities**
      (1) Organize and develop extra-curricular activities with students and faculty.
      (2) Supervise all student clubs (which have been chartered by the Student Council).
      (3) Supervise planning, organization and implementation of all school-wide activities such as dances, outings, etc., and attend all such functions.
      (4) Supervise all student organizations and activities that meet during school day (with their advisers).

Since the creation of the position, the job of Coordinator has evolved, much as originally conceived, into a multi-faceted, open-ended role with the emphais dictated by the individual problems and needs of each high school. The Coordinator of Student Affairs has continued to serve as the focus for the new arrangements developed in a period of turmoil and the Coordinator of Student Affairs has continued to develop the means necessary for fruitful dialogue and democratic decision making.

III. A PHILOSOPHY OF STUDENT ACTIVITIES FOR THE COORDINATOR AS HUMAN RELATIONS SPECIALIST

Experience with the ESAA Human Relations Project revealed the importance of the school student activities program in promoting positive intergroup relations. It is the conduit through which various student groups (constituencies) acquire a stake in their school's future. A viable multi-faceted program provides each student with an avenue to express heightened interest. It also provides the student with a personal contact with the school program outside the academic area. It is this type of extra and co-curricular program that provides the means through which meaningful and effective intergroup contact comes about.

The Coordinator as Human Relations Specialist provides the impetus and direction needed to offer a wide-ranging number of activities. He plans these activities in such a way as to insure the participation of the varied groups within the school community. Through social settings, positive understanding for others is developed. The Coordinator must take care to insure equal and meaningful participation of the various constituencies within the school. This can only be accomplished through an understanding of their interests, needs and concerns. In effect, the Coordinator must have a "feel" for his own school and provide those types of activities that will best suit its needs.

The role of the Coordinator is to utilize the various activities as tools to construct a foundation of intergroup communication. The planning, decision making, organizing, budgeting and setting up of an activity must be open to all. More than that, the Coordinator of Student Affairs must actively recruit, and involve all segments of the school's population in all phases of each activity. The more groups involved the more successful the activity will be. More importantly, the more groups involved, the stronger the lines of communication and understanding. These lines of communication will provide the foundation upon which the social interaction for future problem solving will be based. The sections that follow provide conceptual and practical approaches to implement a student activities program in a high school that fulfills the human relaitons philosophy outlined.

IV. THE SENIOR CLASS AND THE SENIOR CLASS ADVISOR

The senior class in any high school can be a key factor in setting a positive human relations tone in the school. It provides the leadership for many sectors of the school: student government, teams, publications, the honor society and clubs. The seniors can be an important factor in an orientation program for new students and for the selection and training of new team and club members. It is important, therefore, that the Coordinator deal closely with the Senior Advisor and Senior President. He should seek opinions of the senior representatives and consult with them.

Responsibilities of the Senior Advisor may include the following. There may be additions or deletions.

1. holding an election for senior class officers, and for the Senior Council.
2. collection of senior dues.
3. publication of a senior newsletter.

4. fund raising activities of the senior class. (see section on **Fund Raising**)
5. the senior section of the yearbook. This includes:
   a. scheduling photographs
   b. distribution and collection of citation cards
   c. scheduling candid and club photographs for inclusion in the yearbook
   d. collecting and collating senior contributions for that section of the book "Senior and Faculty Celebrities" and the "Last Will and Testament"
6. interviewing company representatives, and selecting a company to sell senior jewelry. Competitive bidding is required.
7. for interviewing and selecting a company to serve as the school photographer and a school yearbook distributor. Comparative bidding is required.
8. eliciting the designs for a senior button and other articles of clothing for presentation to a senior class committee. The committee is responsible for the interviewing of the various companies, and the selection of a company to supply these articles. Competitive bidding is required.
9. decisions on the feasibility, planning and conduct of a senior weekend trip.
10. planning and conducting a senior day trip.
11. planning and conducting the January Commencement exercises.
12. planning and conducting a Senior Prom. This is done in conjunction with the Senior Affairs Committee. They are responsible for the selecting of a prom site, a photographer, the dinner menu, a band, a printer for the invitations, and a company to provide favors and trophies.
13. the supervision of the writing, rehearsing, and production of the senior show. This is part of the total "Senior Day" — a day set aside for the class to "run" the school. Before Senior Day takes place, he must supervise the nominations and conduct the election of the "student and faculty celebrities," and supervise the writing of the "Last Will and Testament."
14. being chairman or a member of the honors and awards committee. This committee determines the distribution of all awards to be granted at Commencement exercises. He also serves as a member of a committee on applications for school scholarships.
15. planning and conducting Commencement exercises. This includes:
   a. distribution of tickets
   b. distribution and collection of cap and gown order forms
   c. distribution and collection of caps and gowns
   d. providing ushers
   e. compiling the program for the ceremony, including all honors and awards
   f. rental of the facility to be used for the ceremony
   g. inviting a guest speaker for the ceremony

h. ordering awards, trophies, etc.

i. rental of equipment needed for the ceremony

j. engaging the services of a photographer, florist, etc.

k. rehearsal

Responsibilities may be added or deleted from those listed above.

B. STUDENT INVOLVEMENT

I. STUDENT GOVERNMENT AND HUMAN RELATIONS: A PHILOSOPHY FOR TODAY

Student government provides students with the opportunity to work in groups to participate in the process which serves as a vehicle for student personal development and growth. Time spent on the clarification of values and the assumption of responsibility will serve as preparation for future adult roles. Intergroup relations and contact serve as a basis for the development of a sense of community in urban areas. For this reason, no group of students should be excluded from the governing process. If a set of rules is present which, when implemented, results in the exclusion of a constituency, then the seeds of a crisis situation are being sown. Student organization advisors should locate influential students from all groups, to give them a stake in the process at hand, and to communicate that stake to the other members of their group.

It is essential to remember that the proc[illegible]s involved here is as important as the product. That students actually initiate, create, [illegible]cide, vote, argue, prepare, propose, survey, value, approach, and compromise, is as valuable as the final student budget or class trip. The advisors of the student government must be mindful not to do the whole job themselves for the sake of efficiency, but that the training process for the student government leaders pays handsome rewards when properly executed. The concept of and training in group process and leadership development on the part of the student government advisor is essential to the success of a student government program. (see Resource Materials, listed below)

Index of Resource Materials on Leadership Development

1. Group Process ..... p. 110
2. Knowledge of Leadership Roles ..... p. 103
3. Conflict Resolution ..... p. 105
4. Problem Solving ..... p. 106
5. Values Clarification ..... p. 107
6. Racial and Ethnic Awareness ..... p. 100
7. The Facilitator ..... p. 111

I. STUDENT GOVERNMENT, A TEAM CONCEPT: AN OUTLINE OF RESPONSIBILITIES

Team Members	Functions
Student Government Leaders	1. To involve other students from all groups in school life. 2. To identify and discuss problems related to school life. 3. To plan, enact, and implement strategies for better school functioning. 4. To spread information about student affairs and activities. 5. To fund and help organize extracurricular activities. 6. To elect representatives to student government and other governing and advisory bodies. 7. To strive for a sense of community and school unity.
Student Government Faculty Advisor	1. To work closely with all students and ensure full representation of all groups. 2. To provide guidance and develop leadership skills. 3. To understand the needs of youth. 4. To devote time and energy to student welfare. 5. To assist students in spreading information. 6. To provide counsel in financial and legal matters.
Principal	1. To be a member, **ex officio**, of all governing bodies. 2. To hold regular meetings with student leaders. 3. To inform student leaders of school concerns 4. To encourage active student participation in attacking school problems and achieving school goals. 5. To consult with a wide variety of school constituencies.
School Treasurer	1. To establish and maintain appropriate financial procedures and records.
Faculty	1. To be aware of and concerned with student affairs and activities. 2. To help identify potential student leaders from various school groups and elicit their involvement.
Parents	1. To attend school functions on a regular basis. 2. To permit and encourage active student participation in school affairs. 3. To support multi-cultural experiences which will later enable students to adjust to urban living.

School Elections

A fair and representative election procedure can offer students from multi-cultural constituencies an opportunity to work toward the common goals of participatory democracy and shared decision making in the school setting. The following guidelines are offered as suggestions for full participation by all groups in student government. However, it must be recognized that the dynamics of each school are different and the guidelines presented must be seen in this light.

Election Guidelines

1. The Student Government should set minimum qualifications for candidates.
2. Student Government and candidates should develop election rules and procedures.
3. The widest possible expression of opinion should be encouraged.
4. The times and places for campaigning must be clearly delineated so as not to interfere with school operations.
5. Multi-cultural slates should be encouraged as being truly representative of the student body. Candidates from all ethnic and racial groups should be encouraged to run for office. Capable but withdrawn students must be encouraged to participate in student government.
6. Students should be involved in the supervision of voting and the public counting of votes.
7. Equal access to campaign materials should be provided.
8. Students must be involved as candidates, campaign managers, publicity directors, class representatives, election committee members, aides, vote counters, etc. in order to insure widespread participation.
9. An effort should be made to have students focus on issues for which they will have direct responsibility and control.

Student Elections — Two Possible Methods

These procedures are suggested alternatives that can be employed when organizing student elections.

1. **Homeroom Method**
   a. All students on register can vote.
   b. All ballots are to be delivered in a sealed envelope to the homeroom classes.
   c. The envelopes should contain:
      (1) a sufficient number of ballots
      (2) instructions
      (3) tally sheets

d. An extended homeroom period must be provided.

e. The class representative, supervised by the homeroom teacher, should count the ballots. Signatures of the homeroom teacher and the classroom representative must appear on the tally sheet.

f. Tally sheets, ballots cast and blank ballots should be returned in a sealed envelope by the end of the homeroom period.

g. The Election Committee should total the tally sheets promptly and post the results by the end of the school day.

2. **The Election Booth Method**

a. Set up voting booths at convenient school locations manned by members of the Election Committee.

b. In order to vote, students must present a valid I.D. card.

c. The cards must be punched, students must sign in, and then be given a ballot.

d. The ballots and signature sheets should be collected from the booth several times during the day and held by the Election Committee. The number of ballots must correspond to the number of signatures.

e. Voting may last for several days depending on the needs of the school.

f. Ballots should not be counted until the voting is completed.

It is important to remember that all participants in elections, winners and losers, must be included in the day-to-day activity of the student government. Losers can not be made to feel like "losers." They must be involved in meaningful capacities.

II. SCHOOL CONSULTATIVE COUNCIL

The school Consultative Council is advisory to the Principal and is an avenue through which ideas and opinions can be aired. It provides a forum for ventilation of grievances and, at the same time, it is a formal method of communication for the Principal, staff, parents and students. Utilization of the council avoids the tendency of constituencies to use informal and sometimes destructive means to settle grievances.

This council should consist of equal numbers of representatives of parents, teachers and students, as well as representatives of the supervisory staff. Some schools find it advisable to rotate the chairmanship of the council so that each group shares the responsibility and authority of the chair.

Coordinators take an active role in the Consultative Council's process. They act as resource persons for the council. In many schools the coordinator is not a voting member in order not to be identified with any one group. The Coordinator seeks agenda items from all groups.

Almost all areas that effect the school may be considered by the council. Topics include:

1. Curriculum
2. Community Organizations
3. Gangs
4. Security at School Functions
5. Zoning
6. Student-Faculty Relationships
7. Club Program
8. Social Events
9. Student Activities Fund
10. Field Day Trip
11. Racial and Ethnic Awareness
12. Extra-curricular activities
13. Health Fair
14. College Concerns
15. Availability of School Services—guidance, program changes
16. Lunchroom operation and menu
17. School Schedule
18. School and neighborhood clean-up
19. In-school traffic problems
20. Transportation
21. Elections
22. School budget concerns
23. Legislative activity
24. School organization

Although the Council is advisory to the Principal, it has proven an effective mechanism to give all groups the opportunity to share in the decision-making process and has served to unify and organize efforts to deal with school concerns.

III. STUDENT ACTIVITIES

OVERVIEW

The Human Relations Project revealed the importance of a student activities program in promoting positive social interaction. The scope and type of activities in each school is to a large degree dependent upon the needs, interests and concerns of that particular school community, however, the Coordinator (COSA) must be very careful to insure that the activity does not have a polarizing effect upon the school.

Many times a school dance, play, musicale or sports event has been the cause of problems rather than a vehicle of positive interaction. In order to prevent this from happening a great deal of consideration must go into the selection and planning of activities.

The Coordinator must consider the many variables involved in an activity to ensure that the effect on each group in the school is considered. Coordinators should be aware of the following:

1. **Student Involvement**

   The students, with proper direction, should carry the activity from its inception and plan the entire process through its presentation. The Coordinator must actively seek out each constituency to ensure their participation.

   Consider the following methods of involving students who might not ordinarily try out for activities:

   a. Involve faculty members who have good rapport with different groups of students to encourage broader participation.

b. Ask local community and religious leaders to recommend students for various activities.

c. Ask coaches to recommend students who are energetic and interested.

d. Develop a community profile of the school and utilize it to identify informal leaders among student groups.

e. Walk around the school to the local "hangouts" and gathering spots. Identify and develop contacts among these students.

f. Various ethnic and social clubs can be helpful in broadening participation.

It is important for the Coordinator to understand that meaningful participation of all groups is the foundation for the development of positive human relations. The success or failure of the activity should not only be measured with a financial end in view, but also on a human relations level.

2. **Cultural Considerations**

It is also of critical importance that the Coordinator be aware of the "cultural baggage" that each constituency brings with it. Each group's culture shapes their overall approach to various functions. Failure to consider this will surely undermine an activity.

Some cultural differences to consider are:

a. Concept of time — each group sees the starting and ending time of activities in different ways.

b. Dress — the term "appropriate attire" means different things to different groups.

c. Body Language — relative proximity of individuals and eye contact vary among groups.

d. Slang — the same words mean different things to different groups.

e. Foods — each group has specific preferences and very specific dislikes.

f. Cultural constraints — both male and female roles differ among groups. Newly-arrived immigrants tend to be more restricted in their social freedoms.

g. Religious Prohibitions — try to avoid the potential conflicts of school activities and religious observances.

3. **Security**

Security is a crucial aspect of any activity. Involve as many in-school personnel as possible. Teachers, security staff and administrators are familiar faces to the students. This group does not have the negative quality of uniformed security guards and they have better rapport with the students. Always inform the local police of the time, place, date, and expected size of each activity. This will allow you to have them either on the premises or in the vicinity if necessary. Never take security for granted, and always provide school security personnel with guidelines for behavior. It is advisable to meet with the security personnel and discuss the various situations that might come up and determine proper courses of action.

4. **Economic Access**

   The Coordinator should be aware that cost of an activity may preclude a group's participation in a school function. (ex. — Ski trip $75 +). Students should be given the opportunity through a fund raising activity to participate in these events. (see **Fund Raising**, p. 00).

5. **Transportation**

   When scheduling an event, the availability of transportation to the site should be taken into consideration. The appropriate transportation and police authorities should be notified well in advance.

6. **Reputation of Activity**

   The Coordinator should be aware of the reputation of particular activities which may prevent the open participation of all students. If such a condition exists, an "affirmative action plan" should be initiated. One school achieved this result by making booster participation a prerequisite for all their cheerleaders. This ended the previous segregation in both groups.

7. **Coordination of School and Community Calendar**

   School and community events should be coordinated to assure maximum participation and minimum conflict.

8. **Restrictive Organizations**

   There can be no arbitrary restrictions for membership in any organization.

9. **Approval**

   All official school activities must have approval of the Principal.

10. **Ethnic Celebrations**

    Our experience has shown that there is a value in ethnic celebrations in expressing the pride and culture of various ethnic groups. In addition, if the programs are planned carefully, they need not be exclusive or provincial but can allow groups to learn about each other.

11. **Music**

    Students from many constituencies should be involved in planning any program involving music, as different groups like different types of music.

12. **School Productions**

    School plays should be scrutinized with regard to social and ethnic characterizations. Plays should be selected so that they include the widest possible student participation.

13. **Custodial Staff**

    A working relationship with the custodian is important to a successful activities program.

14. **Faculty Involvement**

    Extensive staff involvement is essential to successful student activities. It is important to involve the specialists in the music, art, and industrial arts departments for their expertise, as well as other faculty members with special talents and interests. Faculty should be encouraged to attend sports events both for school morale and school security.

15. **Sports Events**

    The COSA and coaches should be aware of school and neighborhood rivalries and prepare accordingly.

IV. SCHOOL TRIPS

School trips and outings were effective in bringing groups of students together in a positive atmosphere. The material that follows outlines the mechanics of planning and implementing such outings. Trips range from simple excursions to local museums and plays, to weekend outings to historic sites, dude ranches and ski resorts. Trips take careful planning. The variables affecting the success of a trip are numerous and the legal restrictions are complex.

All trips out of the school or under school auspices must be approved by the Principal and Superintendent. In many schools, class trips must first be approved by the assistant to the principal in charge of the particular department. The Coordinator can serve as a liaison and resource person in developing a trip program and facilitating its implementation. The Coordinator should maintain a file of brochures and other pertinent information for consultation by the school community. The following are important in planning successful trips. Specific information for New York City schools is available from the Office of Student Affairs, High School Division.

1. **Preparation**
    a. provide information concerning school and Board of Education rules and regulations.
    b. keep a calendar of all school activities and trips to prevent conflicts.
    c. before plans are formalized, work with the school administration.
2. **Consent Forms**
    a. have a consent form on file for any student who goes on a school sponsored trip.
    b. maintain a file of consent forms for at least one year.
    c. maintain a supply of parent and teacher consent forms for use by other staff members.

3. **Finances**
   a. provide information as to the availability of funds and legal restrictions as to their use.
   b. help in the organization of fund raising activities.
   c. follow appropriate bid invitation procedures for all arrangemtnes including transportation.
4. **Chaperones**
   a. make known the fact that there must be one adult supervisor for every 20 students.
   b. assist in obtaining the services of teacher and parent chaperones.
5. **Transportation**
   a. make known the availability of free transportation through the Bureau of Pupil Transportation.
   b. make available the approved list of bus companies provided by the Board of Education.
   c. conform to bidding requirements of the Board of Education.
   d. establish a list of bus companies that provide the most reliable service at the lowest possible cost.

V. FUND RAISING

Fund raising is an important, yet painstaking task. Resources are very limited and extra-curricular activities have suffered. Fund raising is a major concern for many Coordinators because of the many legal restrictions.

The Coordinator provides information and methods of fund raising for the advisors of activities. A group might want to finance a trip, a team might need new uniforms, the Senior Class might want to help defray the cost of a Prom or yearbook, etc.

The Coordinator (COSA) should avoid doing the fund raising for a group. He should instead act as a storehouse of ideas and information which can be tailored to the specific needs of the group.

All groups should clear their fund rasising as well as other activities with the Coordinator, who will check for procedures, contract provisions, non-duplication of efforts, and proper depositing of funds with the school treasurer. Such scrutiny enables the Coordinator to develop a complete picture of school finances.

The Coordinator should:

1. Deal with a reputable company.
2. Check with the local Better Business Bureau.
3. Ask other Coordinators.
4. Compare prices and merchandise.
5. Not sign a contract until information about all companies is considered, utilizing bid procedures when necessary.
6. Ask for exact samples — brochures and packaging are deceiving.
7. Involve students in the choice of the company and items for sale.
8. Pick a company with a warehouse accessible to the school. The account can be serviced properly and deliveries can be made about twice a week rather than stockpiling a large inventory.
9. Companies will usually extend 30-45 days credit and will send merchandise on consignment. They will be happy to provide promotional materials and shopping bags at no charge. The commission is generally about 40% of the gross. Any item not selling should be sent back immediately.
10. Work closely with the Principal and school treasurer on all aspects of the activity.
11. Provide a secure location for merchandise and insist on a delivery schedule.
12. Deposit proceeds daily and more frequently when substantial sums are involved.
13. Involve key students in the administration of the sale; it gives them experience and a sense of responsibility.
14. Keep accurate records, give receipts and ask participants to keep duplicate records.
15. Make sure some other faculty member (school treasurer) fully understands the record keeping system and where you keep your records.
16. Not accept personal checks without proper identification.
17. Have a parent's permission slip and a home phone number for students selling merchandise.
18. Ask students not to hoard orders. They sometimes like to impress their friends with large orders, but often find themselves with irate customers and/or too much merchandise to carry home. There is a danger that students will lose or be tempted to spend accumulated money or merchandise.
19. Avoid students who have a habit or history of losing money or merchandise.
20. Do not credit the full commission to the organization until all pilferage, damage and complaints from customers have been cleared, and the books have been closed.

Students taking part in fund raising get a sense of accomplishment, participation, and experience in earning a dollar.

The following fund raising activities have proven successful in the past:

1. Candy/Cookie Sale: Universal appeal, goods on consignment, many suppliers available locally. Good for large scale fund raisings. Repeat customers. Needs secure storage area. 40% commission.
2. Magazine Subscription Sales: Offer subscriptions at a discount to customers and make from 25-45% commission. No storage or goods to handle. Customer complaints about 8-11 week wait for company deliveries. Low-key sales, selections available are a critical factor. Suitable for small group.
3. Sales of Hats, Dolls, Shirts, Sweaters, Buttons, etc. (with or without school slogan). Good for a limited amount of funds. Good morale booster but limited in sales potential to students in school. Don't order too many, the fad effect wears off! On more expensive items like hats and shirts take a $1.00 deposit from interested students before ordering goods.
4. Book Sale during a Book Week: Contact a local publisher or jobber for details. Offer books at a discount to students and teachers and make 20-35% commission. Not a big moneymaker, needs security, but is educationally sound and a lot of fun.
5. Benefit Dance: Use the gymnasium or cafeteria, play records, charge $1.00 or more. Low overhead, not much planning needed, can involve 50-300 students. A nice way to make $100-300.
6. Movie Night: Local film rental agencies provide a good selection. Older films rent for about $35-75. Choice of films very critical. Cost of first runs is prohibitive. A nice function, a good way to raise $40-100.
7. Faculty-Student Athletic Games: Great fun, no overhead, can be done once or twice a year. Good way to raise $50-200.
8. Sale of *New York Times* or *Daily News* in school. No overhead, a brisk steady business can easily net $10-15/week — every week! Collection of money and distribution of papers can be bothersome if students in charge are absent.
9. Flower Sale: Very effective just before a holiday. Teachers usually buy for home. Make arrangements with a wholesale florist. Shop around for price and quality, don't get too ambitious, items are perishable and generally cannot be returned. Season, type of flowers, quality, and quantity determine how much you make. A refreshing way to make $35-150.
10. Theater Party or Athletic Event: Use group rates to obtain discounts at most Broadway shows and events at Madison Square Garden. Reductions of up to 45% are common. Charge either face value of tickets or add $1 or $2 to your cost. Students enjoy receiving hard-to-get tickets, it's a nice affair and a nice way to make $35-100. Collect money before you order tickets — there are no refunds.

11. Student Government or Organization Dues: Some schools have discontinued this practice, others still maintain it. Choice is up to the students. Potential exists to realistically raise $400-4,000.
12. School Student Store: Potential unlimited. Student supplies and last minute items can be offered at a discount. Secure, accessible room needed. Can be run as a class project by a business or economics class.
13. School Concert/Talent Show/Fashion Show/Sing: School talent is free, many students belong to bands or groups who will perform for the cost of transporting equipment ($25 van rental). Offer a trophy, publicity, reception after the show, and a possible booking for the Prom. Talent scouts are always happy to attend. Free radio and newspaper plugs. Arrange for security, alert local police, invite families of students in show. Sell refreshments at intermission, check coats for extra revenue. Takes about 3 months to plan, $300-1,000 very possible.
14. Financial Help From Merchants: Ads can be solicited from local merchants with whom the students and the school do business.
15. Alumni and Parent Associations: Can usually be asked to provide a scholarship or buy durable expensive items. In addition, they can use methods such as raffles, Bingo and card parties which the school itself is restricted from using.

VI. ORIENTING NEW STUDENTS

Students entering high school often feel isolated and fearful especially when ethnic and racial social divisions exist at the school. An orientation program for new students and their parents can contribute significantly to easing their adjustment.

An effective orientation program should work toward:

1. letting each student know and feel welcome.
2. letting each student and his family know that the school is concerned with his personal and educational growth and his concerns and feelings.
3. involving the students in school activities and programs — both educational and extra-curricular — so that he will have a personal investment in his new school.
4. helping students to realize that they have many concerns in common upon coming to a new school.
5. dealing directly and openly with stereotypes and prejudicial feelings early in the educational process of each newcomer.
6. taking measures to orient upper-term students and the school staff to the newcomers.
7. alerting the newcomer and his family to school rules and requirements.
8. inspiring the newcomer and his family to develop pride and interest in the many unique and excellent opportunities which his new school offers.

It is suggested that an orientation committee operate throughout the entire year. This committee should be composed of key staff members selected by the Principal; students representing a cross section of cultural groups, activities programs, and student leadership; and staff and student representatives from each feeder school. It would be responsible for planning and carrying out all orientation activities and would provide for student involvement so that the program reflects the needs of both the middle and high schools. This committee should develop leaders from the middle schools who would be involved with or knowledgeable about their new high school. It would establish a cadre of student leaders, representing all groups, to carry out orientation activities and, if truly representative, would encourage the cooperation of all student groups in the school.

THE STRUCTURE OF A COMPREHENSIVE ORIENTATION PROGRAM

Typical Program	Suggestions
1. **February — March** Visit(s) to the Feeder Schools.	1. Class size groups or small assemblies are most desirable. 2. The speakers should be representative of the high school student population. Intergroup cooperation should be stressed. 3. A short slide presentation is helpful.
2. **February — March** Visit Parent Association Programs at Feeder Schools.	1. Students and school staff should speak and answer questions. 2. Slides can be shown.
3. **June** Incoming students visit their new school and tour the building. It is highly desirable to schedule visits for students from non-traditional zones.	1. Large assemblies should be avoided. 2. High school students should host the tours. Graduates of the feeder school, currently enrolled in the high school, should be recruited to act as liaisons to students in the feeder schools. 3. Students and faculty members from the junior and senior high schools should meet in small groups to answer questions.

4. **August**
   Bulk Mailing to all incoming students.

The Orientation Committee should compose:

1. A welcoming letter to new students. It should stress that all students are equally welcome and valued.
2. A letter to parents welcoming them, alerting them to the value of parental involvement, encouraging them to get their children involved in school activities and inviting them to a new parents orientation meeting in September.

   Consideration should be given to translation into languages spoken at home. Special efforts should be made in communications, either separate or within the letter to both students and parents, to welcome students from non-traditional zones and explain how the school has prepared for their involvement and participation in school activities.
3. A listing of important dates and school events, a map of the building, and a listing of key staff members.
4. A listing showing meeting times and places for extra-curricular and sports activities, honor and service societies.

5. **September**
   Orientation in homeroom.

1. Students shold be led on a tour of the building.
2. Three or four upperclassmen can adopt a homeroom spending one or more weeks with newcomers to answer questions.
3. A special meeting can be arranged for the Coordinator and counselors to meet with an entire class or groups of homeroom classes.

6. **September**
   Orientation Meeting(s) for Parents of New Students.

1. The meeting(s) should take place one to two weeks after school has begun so that parents can bring up questions.
2. Two programs, one during the day and one in the evening, are desirable. A Sunday afternoon program often reaches many parents.
3. If a large room is used, groups of 15-20 parents can be formed to begin discussion as parents arrive. Later administrators can address the entire group.
4. Special efforts should be made to involve parents of students from non-traditional zones . . . a telephone notification by parent or student volunteers.
5. Student leaders representing the school population should be included in each parents' discussion group.
6. A tour of the building and a short slide presentation can help parents identify with the school.
7. A continuing series of meetings on the theme(s), "Helping Your Child Succeed in High School" and "Surviving the Teen-age Years" can be offered at this time.
8. Parents should be given a calendar of school events including a listing of all P.A. meetings, and a "Where to Find Help" chart, similar to the Recommended First Lesson in the Orientation Series.

7. **September**
   A Series of Orientation Lessons in English or Social Studies classes, to reach all incoming students.

1. Assembly-size orientation programs should be avoided. Some schools have been using small assembies of two or three class-size groups to facilitate introductions. Visits to individual classrooms by the principal and other administrators establishes a truly welcoming environment.
2. The first in-class orientation lessons usually focus on "Where To Find The Things You Need," "Diploma Requirements and Extra-Curricular Activities." Visits to classrooms by representatives of clubs, service organizations and teams would help enliven these lessons.
3. A human relations lesson or lessons on feelings and concerns students have in common is very strongly recommended to improve interpersonal relations and begin a humanistic classroom atmosphere. The suggested lessons, including instructions to the teacher are intended for use by the classroom teacher who has not had special training in group process.
4. A lesson on stereotypes is recommended for all incoming students very early in their high school experience.
5. Teachers will find it worthwhile if the last part of the orientation lesson series is an introduction of class members to each other. We suggest teachers use the "Interview and Introduction" process explained in the ESAA-Related Materials.

8. **Throughout the year**
special provisions should be made for late admissions.

6. Give out the Student Handbook.
1. A Student Handbook or a welcoming and information sheet for students, and a separate information sheet for parents should be distributed.
2. The coordinator of the Orientation Committee might form a group of students to welcome and orient students who are admitted after the first day.

Additional Suggestions for Orienting New Students

1. A student information desk might be organized in the lobby or the cafeteria during the first week of school. Student helpers should represent all groups in the school.
to p. 00)
2. Establish a Buddy System, to match new students with volunteers who could provide support, advice and/or tutoring. Matching and supervision should be done by a qualified staff member. For further discussion of this program refer to **ESAA — Related Materials,**
3. Parents and students should be invited to the Open School visitation program.

ORIENTATION LESSON SERIES
SUGGESTED FIRST LESSON

Whom Do You See About

1. a question about your program
2. planning your courses
3. choosing a career, information on careers
4. college or a technical or vocational school
5. a bus or train pass
6. school hours or holidays when you are at home
7. becoming ill and needing to rest or go home
8. buying supplies, gym equipment, locks
9. being excused from school early
10. a medical note for absence
11. attendance or lateness

You See

(Information provided on this side of the sheet must be written as it applies to your school.)

12. joining a team
13. joining the Student Organization
14. joining a club
15. being a monitor during lunch or a free period
16. a job or help in finding a summer job
17. taking vocational training at a vocational high school as part of your school day
18. homework assignments because you will be absent a week or more
21. getting working papers
22. a form to show you are a high school student
23. a medical reason to use the elevator
24. problems in a subject class
25. tutoring, or continuing problems in a subject class
26. security problems (threats, a fight)
27. personal concerns or problems
28. giving service to the school

ORIENTATION LESSON SERIES — RECOMMENDED SECOND LESSON

DIPLOMA REQUIREMENTS AND EXTRA-CURRICULAR ACTIVITIES

Possible Motivation: The teacher should write the following statements on the board and ask students to indicate if they are True or False. Discussion should develop as the students rate themselves.

1. To graduate from high school a student must pass 3½ years of gym.
2. A student can choose whatever courses he wants in high school.
3. If a student fails a subject, the credits can easily be made up the next semester.
4. A student can get high school credit for an afterschool job.
5. All students must take the same courses in high school.

Suggested Questions to be Covered in a Lesson on the Diploma

1. Can I take any courses I want to in high school?
2. What are electives?
3. How can I specialize in the subjects I am interested in?
4. How many subjects can I take?
5. How is a credit earned?
6. Are there different kinds of diplomas?
7. Is it true that your high school average includes all the subjects you take?
8. Can I get credit for working out of school while I am in school?
9. Can I learn a trade while I am in high school?
10. Can I get training to work in a hospital while I am in high school?

EXTRA-CURRICULAR ACTIVITIES

We suggest that students be given a listing of all extra-curricular and service activities to keep. The list might include key people to contact in order to become involved. The list should include a tear sheet for students to sign up for activities which would be returned to the coordinator, who can pass it on to the sponsor of the activity.

RECOMMENDED LESSON ON STEREOTYPES

This is a developmental lesson focusing on stereotyping.

TOPIC: LABELING

Motivation: Distribute slips of 3" x 5" paper. Names are not to be written on the paper. Instruct students on the need for being absolutely candid in their responses. They must write the first response that comes to mind, even if it is not socially acceptable. When each stimulus word has been read and placed on the board, collect the papers. The teacher will then read appropriate responses, and write some of them on the board.

(word stimulus — on board)	(typical responses — on board)
home	mine, mother, good, kind
America	country, good, rich, mine
Italian	me, good, generous, love, fat, restaurant, barber, Mafia
Chinese	laundry, yellow, food/smart
Irish	fun, me, lucky, happy/superstitious, drunk, green

Jew	smart, me, mine, rich/stingy, snob, stuck-up
father	me, mine, good, strong, love, mother
Black	smart, tough, beautiful, me, dumb, poor
religion	good, mine, God, love
Puerto Rican	me, mine, girlfriend, strong/dumb, poor

Questions for discussion:

1. About which labels have pleasant responses been made?	(Responses — **write on board**)
2. Is there a pattern in the responses?	Praising, positive, pleasant responses are given to words describing ourselves or to what we can identify with. Negative responses are given to things which apply to others, or which are strange to us.
3. How do you feel about the responses which refer to you?	(The term sterotypes will probably develop in the discussion).
4. How accurate do you think these responses are?	Stereotypes are oversimplified (and therefore inaccurate) thinking patterns.
5. Are stereotypes dangerous? How?	Stereotypes are dangerous. They influence our thought process and let us interpret situations inaccurately. Sometimes we are not aware of how we are mislead by the stereotypes we hold.
6. How can a person avoid using stereotypes?	Stereotypes can be avoided by: 1. not making general conclusions about groups, religions, races 2. viewing each person as an individual 3. remembering how you feel when a stereotype is applied to you 4. realizing that we all have a common humanity

C. PARENT AND COMMUNITY INVOLVEMENT

Parent involvement can provide a school with an important resource; however, it is difficult to involve parents in school life on a regular basis. Safety, family commitments, language variances, social class, travel, and employment should be taken into consideration when planning for parent involvement. Some techniques that can develop that involvement are:

1. An orientation program which will initiate parental access to school resources. Parents of incoming students whould be invited to attend an afternoon and/or evening program at which school philosophy and policy will be presented.
2. Extra-curricular programs with a potential for widespread student participation have historically created on-going parental involvement, e.g., Sing, school plays, arts festivals, concerts, student activities nights at which all teams, clubs, and school groups can display their talents and achievements, etc.
3. Areas of specialized involvement, football mothers and fathers, college bound parents, honor school and Arista parents.
4. The Parents Association (P.A.)
5. Open-School afternoons and evenings.
6. Human Relations Team.
7. Principal's Advisory Council (refer to section on council).
8. Paraprofessionals, volunteers, school aides, and chaperones.
9. Training sessions with the central board staff. This can give parents a chance to be involved in a setting outside of their own community.

Parents can provide assistance in specialized areas of school life. When organized effectively, parents can be influential in getting support for the school.

Some areas of influence are federal, state, and local politicians; school priorities; budgetary matters; central board pressure; community liaison (church, civic and social associations); fund raising.

One of the goals of the ESAA program was to broaden the definition of community to include merchants, neighborhood residents, and influentials within the neighborhood. These influentials might include vocal residents, religious leaders, and officers of social or political clubs. It has become increasingly obvious that these people are important to the success, and sometimes to the survival, of the school. The concept of community has been broadened to include influentials from the non-traditional as well as the traditionally-zoned community. This process would, in addition, be especially helpful in the orientation of students from this non-traditional zone. In order to improve the adjustment of students from the sending community or to enlist cooperation in time of crisis, the school must establish communications with these influentials.

The ESAA program established the position of School Neighborhood Worker in order to open communications between the community and the school. The School Neighborhood Worker would seek out these influentials and meet with them. In some cases the School Neighborhood Worker worked with religious leaders from the sending community to orient parents and answer their questions about the school. On several occasions community influentials have helped to defuse a tense situation. Merchants usually welcome help from the school in dealing with students, and in turn, they are willing to assist the school.

One of the most important aspects of the School Neighborhood Worker's job has been to communicate community concerns to the school administration, as the school-community liaison. Parent and community relations is a vital component in achieving the goals of a school human relations program.

III. CRISIS INTERVENTION STRATEGIES

CRISIS INTERVENTION AND PREVENTION

INTRODUCTION

A systematic human relations approach is a key to preventing crisis situations. It would be naive to assume, however, that even with the best of intentions and programs, that school crises and disruption will not occur. Unfortunately, schools face disruption, functioning as they do in a troubled society. Experience has shown that a comprehensive crisis intervention plan can be of critical importance in avoiding catastrophic school disruption. The following material on crisis intervention and prevention is excerpted from New York City Board of Education memoranda, issued by Mr. Samuel Polatnick, Executive Director, Division of High Schools.

MEMORANDUM ON CRISIS INTERVENTION AND PREVENTION

I. The crisis atmosphere leads us to offer a brief review of some actions schools may take to reduce tension and to prepare for crisis situations. Principals should implement those suggestions suitable to circumstances in their school and advise their superintendent and Sanford Gelernter of other activities that they have found useful. Schools should give prompt consideration to:

1. Identifying sources of influence and information in the school community.
2. Categorizing those sources in terms of their possible influence.
3. Identifying areas where conflict or problems might precipitate a crisis.

SOURCES OF INFLUENCE AND INFORMATION

Schools have found individuals who are sources of influence and information among the following:

1. Official and unofficial student leaders
2. The Coordinator of Student Affairs and other members of the pupil personnel team.
3. Other faculty members who command respect among wide gorups of:
   a. Students
   b. Parents
   c. Community
4. UFT Chapter Chairman, the chapter committee and other influential faculty members.
5. Parents Association Leaders

6. The Police Department:
   a. The Precinct Captain
   b. The Community Relations Officer
   c. The Borough Task Force Commander
   d. The Gang Information Officer
7. The YSA Workers
8. After-school Community Center Directors
9. Transit Police and dispatchers
10. Owners of those stores near school where students meet or congregate.
11. Principals and deans at nearby junior high schools and elementary schools.
12. The Superintendent and certain members of the district office staff; (e.g., the community relations worker). Some members of the local school board.
13. Neighborhood business leaders, block association chairmen, civic and religious leaders.
14. The Sanitation Department Supervisor for your area.
15. Local political leaders

CATEGORIZING SOURCES

From among the above group and others that you identify, you should develop categories of those who will be helpful in:

1. Averting a crisis by helping their "constituents" move on constructive paths and by helping you learn the mood and concerns of their constituents. They may introduce you to others who strongly influence school affairs.
2. Providing advance warning of a crisis.
3. Intervening in a crisis to "cool it." Preplanning the manner in which this group would be contacted and made available would be helpful. You should establish working relationships and open lines of communication with all in these groups as soon as possible. Regular and/or occasional; formal, informal and even social-type meetings or gatherings should help achieve this goal.

PROBLEM SITUATIONS

From the viewpoint of preventing a csisis, careful, collective thought should be given to removing the "problem" from the "Problem Situations" listed. In this process it might be well to determine whether the "problem" in the situation could be alleviated by:

1. Some adjustment or change in the physical setting;
2. Sharing of information or heightened efforts; reviewing the utilization of school personnel.

PROBLEM AREAS

1. **Rumor Mongering.**

   Some schools established a "Rumor Control Center" to deal with this problem. Timely issuance and distribution of a "Fact Sheet" may help dispel rumors.

2. **Arrival and Dismissal Procedures.**

   Arrival and departure times and procedures for arrival and dismissal should be reviewed. (Some schools arrange for well-known faculty members to walk with students between mass transit drop-off points and school.) Well-known faculty members sometimes greet students outside the school and help usher them in.

   THE POLICE AND SCHOOL SECURITY OFFICERS SHOULD BE ASKED TO HELP ESTABLISH A POLICY TO PREVENT LOITERERS FROM HANGING OUT IN THE IMMEDIATE VICINITY OF SCHOOL. POLICE AND SCHOOL SECURITY OFFICIALS SHOULD INFORM LOITERERS THAT THEY MUST MOVE OR THEY WILL BE SUBJECT TO ARREST AND PROSECUTION, AND THEY SHOULD CARRY OUT THE POLICY IF NECESSARY.

3. **The School Cafeteria.**

   Even under the best of circumstances, students complain about the quality of food and service in the school lunchroom, and we do not operate under ideal conditions. It would be helpful for a committee of students to meet regularly with the dietician to discuss means to improve the cafeteria. The dietician should use the meeting to share some of her concerns and problems with students. Sometimes small things such as preparation of special dishes, altered seating arrangements, increased number of garbage receptacles, closing off little used sections of the cafeteria, making arrangements (where possible) for students to leave the cafeteria, having different lines for hot and cold foods, etc. help alleviate nagging problems.

4. **School Security.**

   The matter of school security and the role of the school security officers should be discussed frankly at a meeting with student leaders, school security officers and teachers.

5. **Racial and Ethnic Strife.**

   Schools should ask student leaders who are characteristic of the racial and ethnic diversity of the school to meet to consider the problem of racial and ethnic strife and to establish the relationships that will help them to avoid conflict. Each group must have the opportunity to voice its concerns so that they have a common interest in protecting each other and their school.

It would be helpful to reaffirm school policy to promote the formation of integrated clubs and teams. Partially or totally segregated organizations should discuss means to end their isolation. It may be helpful for segregated groups to discuss the following questions: How do you make a stranger feel welcome? What are the signals we send to others that tend to make us a segregated group? Who can help make other students understand that we want to be an integrated group?

6. **Strife Between the School and the Community**

   Students often cause tension and apprehension in the neighborhood surrounding a school. The problem is compounded when the immediate school neighborhood is predominantly composed of one racial or ethnic group and the student population includes large numbers of students from other groups. In this case, students are often as fearful of the neighborhood as the community is fearful of students. While school officials have the least influence and control in this area of strife, the school may provide the circumstances for fearful people to discuss their fears, and come to understand the concerns of others, as they adjust their behavior to reduce tensions. Each Principal may want to arrange small group, day or evening meetings with local leaders to discuss means to keep or establish peace. Similar meetings with students should be initiated. After the preliminary meetings, the Principal may want to select individuals from each group to participate in joint meetings. Topics for meetings might be: How can the school help the community? How can the community help the school? Can a program be established in which students help the needy — perform services for the needy in the community? Can the community offer high school and college scholarship aid for students? Are there jobs for students in the community? Will the parents of diverse groups in the school attend a meeting to seek ways to reduce tension? Are there steps that can be taken that may reduce tension, crime, vandalism or malicious mischief?

CONCLUSION

There are no easy answers to school and community problems and we aren't sure that we know the right questions. However, good will and strenuous effort to achieve a more peaceful school, in a more peaceful community, in a more peaceful city are goals to which most subscribe. It is up to us to make evident our good will and our strenuous efforts and to involve larger and larger groups to achieve these goals.

II. The following techniques to reduce or alleviate school tensions were developed and used in schools, or were developed in the course of staff discussions. Principals may want to implement those suggestions suitable to their school and advise their Superintendent and Sanford Gelernter and Edward Muir of other activities they have found useful. The Office of Student Affairs and the Intergroup Relations Unit will assist schools as requested.

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SAFETY

Review the composition of School Safety Committee and update it. A revised set of contingency plans to be used in event of a disruption should be developed. The new plans may include:

1. The establishment of "crisis stations," and the assignment of faculty to the stations.
2. Training for the faculty who will be at crisis stations.

ORIENTATION AND HUMAN RELATIONS

1. Arrange for intervisitation of key staff members and influential students between high school and feeder schools:
   a. Use teams as good will ambassadors.
   b. Use honor students as tutors.
2. Arrange for a visit by the public relations unit of Transit Authority and Police Department.
3. The Orientation program for incoming students may include:
   a. slide show
   b. map of school
   c. key personnel
   d. public transportation
4. Use older students and recent graduates, team and club leaders, etc. in the orientation program.
5. Develop a school newsletter to be sent to:
   a. Community leaders and associations
   b. Faculty at feeder schools
   c. Parents of incoming students

PARENT INVOLVEMENT

1. Invite parents of incoming students to an orientation to high school program. Consider Sunday teas as a means to meet parents.
2. Develop a Linkage Council between the High School Parents Association and the Parents Association of the feeder schools.

STUDENT INVOLVEMENT

1. Develop a student-teacher Human Relations Course
   a. The major focus should be on a discussion of joint human relations concerns.
   b. A possible project may be a situational assessment of particular school areas. Example: student activities, school safety.
2. Develop a staff-student Emergency Task Force to be used:
   a. as pre-crisis resource
   b. in defusing crisis situations

   This will require training and careful thought as to composition.
3. Arrange a conference for influential students to develop an integrated team of student leaders from high school and feeder schools. Consider:
   a. Half-day conferences.
   b. An all day conference in or out of school on a school day or a weekend.
   c. Two day or weekend retreats.
4. Consider creation of a student mechanism organized on "Turf" concept. This would enable a school to develop input from residential and feeder school areas and hopefully operate to ease feelings of lack of proportional representation in student organizations.
5. Examine the method in which all student leaders, club leaders (cheerleaders), etc. are selected so that exclusionary procedures will be avoided.
6. Develop a Student Activities Day so that incoming students get an idea of different school programs and extra curricular activities. The Student Activities Day may be held the first or second day of the term.
7. Make a Community Bulletin Board
   a. To list activities and events in all neighborhoods from which the school draws students.
   b. Appoint a student as community representative to feed information to school.
8. Arrange Student-Staff-Administration Luncheon Seminars to discuss methods to improve the school.

SCHOOL AND STAFF INVOLVEMENT

1. Develop a Faculty Crisis Intervention/Rumor Control Committee to allay fears and rumors.
   a. Include staff members who have wide contact with students.
   b. Committee members should meet regularly.
2. Conduct a faculty conference and small group workshops on human relations and integration.

3. Develop a set of guidelines to enable assessment of tension potential in a school.
4. Provide human relations training for Coordinator of Student Affairs and other key members of the pupil personnel team.
5. Consider utilization of an "immersion technique" — All participants in a tension-producing situation meet until they agree to come up with a mutually acceptable version of what happened and procedures to allay tension.

COMMUNITY INVOLVEMENT

1. Develop a rapport with neighborhood associations — exchange information about school and community.
2. Establish a Consultative Council sub-committee to develop:
   a. dialogue between student leaders, community leaders, civic associations, religious groups, police community relations, etc.
   b. cooperative community projects.
3. Assign one person to field and clarify neighborhood rumors, telephone calls, etc.
4. Develop a Neighborhood Collaborative Council with resident, businessmen, community leaders, police, etc., to lessen hostility.

III. To be prepared for crisis and emergency situations, it is advisable for a school to have a systematic safety plan. A method for developing such a plan prepared by the New York City Office of School Safety follows:

GUIDELINES FOR THE DEVELOPMENT OF SAFETY PLANS FOR HIGH SCHOOLS

The development of a safety plan is the responsibility of the principal, working with his staff, student body and the community. It should take into account the special conditions that affect safety at an individual school.

The safety plan should be divided into five parts:

1. **Physical Plant**
   a. The safety plan should provide for:
      (1) Close working relationship with the custodial staff so that this staff may furnish maximum technical assistance and assignment of personnel in matters of building security and safety.
      (2) Clear regulations regarding building security.
      (3) Daily checks of the plant to note security deficiencies that require correction.
   b. An evaluation of the plant should be made periodically to:
      (1) Establish patterns of stairway traffic to insure smooth and rapid flow.
      (2) Regulate entrances and exits from large areas such as cafeteria, auditorium and gymnasium to insure safe traffic patterns.

(3) Regulate the locking of areas and rooms when not in use.

(4) Survey the need for locks and screens on doors and windows.

(5) Check the alarm system.

c. Requests for plant modification and repairs for reasons of safety should be made promptly. A written record describing needs and progress in these areas should be maintained. If possible, the school custodial staff should make repairs. If the scope of the repair is beyond their capability, emergency requests should be made to the appropriate office.

2. **Staff**

a. One administrator, such as an assistant principal, may be assigned by the principal as the principal's representative on matters of school safety. This individual may be delegated responsibility for liaison with outside agencies, the calling of police when necessary, and general supervision of the safety program.

(1) All administrators and supervisors should be assigned a specific safety responsibility.

(2) Provision should be made for acquainting substitutes with the school's safety procedures.

(3) Provision should be made for making supervisors and administrators visible in the school. They should be seen regularly in the halls and other areas.

b. Teachers should be involved in the safety program to the maximum extent feasible. They should be thoroughly familiar with the safety plan and table of organization. They should know their assignment in the event of emergency.

c. Paraprofessionals should be similarly informed of responsibilities and assignments that relate to safety.

d. Safety personnel should have specific instructions and assignments from the principal. Procedures for admitting visitors should be established.

3. **Students**

a. Students should be involved whenever possible in planning and implementing safety programs.

(1) Procedures should exist for informing the student body of regulations and policies, and to receive student reaction and suggestions.

(2) The editors of student publications should be urged to publicize aspects of the safety program in student publications.

(3) The safety plan should include provisions for extra-curricular programs which take place after regular school hours.

4. **Parents/Community**

   a. The Consultative Council of the school should have a role and responsibility in matters of school safety. It should review existing procedures and make recommendations for new procedures.

   b. The Parents Association also should be involved in school safety.

   c. The safety plan should provide for liaison with the local police precinct, community groups, neighborhood social agencies, the Fire Department, etc.

5. **Emergencies**

   a. Fire. The safety plan should provide for:

      (1) The posting of fire instructions.

      (2) Fire drills.

      (3) Liaison with the local Fire Department.

   b. Bomb scares. The safety plan should provide for:

      (1) Clear instructions to appropriate staff members, including secretaries who may handle telephones.

      (2) Immediate inspection by the principal. Police should be notified immediately.

      (3) Search assignments for staff members.

      (4) Evacuation of the school when evacuation is ordered by an appropriate authority.

IV. RESOURCE MATERIALS for Human Relations Programs

A. ETHNIC AND RACIAL AWARENESS

Based on our experience at a number of high schools and materials from the Boston University Human Relations Laboratory and the Institute on Pluralism and Group Identity, approaches are being developed to deal with the following questions:

1. When students of a variety of backgrounds are brought together in a constituent committee, how can the issue of ethnicity and racial differences be positively approached?
2. How can group cohesiveness be built?

We have found a surge of ethnic identification among all ethnic groups at this time and, in addition, we have found that when students verbalize and discuss their backgrounds that greater understanding and group cohesiveness results.

There are three sets of questions which can be the basis for small group, or even classroom discussions on the social self (from an article by Max Birnbaum, Boston University Human Relations Laboratory).

1. **Who am I in terms of my group identifications?**

   How do I feel about my race, religion, etc.? How aware am I of the influences these group identifications have had upon me? In what ways have my awareness and feelings changed over time? How have I responded to the group memberships with which I was born and why? Have I strongly affirmed, strongly rejected, accepted, denied, ignored, etc., my ethnic identity, religion, geographic background, etc.? Do I have mixed feelings about any of these memberships? Are there areas in which I have not come to terms with who I am?

2. **How do others respond to me in terms of my group identifications?**

   What generalizations do others tend to raise about me because of my Catholicism, Protestantism, Jewishness, Blackness, femininity, etc.? Which of these generalizations are valid and which are stereotypes? How do I compare with others from my own group, i.e., in what ways are my opinions, attitudes, feelings, behaviors, etc., typical of members of my group and in what ways are they atypical? In what ways am I influenced by my consciousness of the valid generalizations and stereotypes about my group? Do I, for example, resent the stereotypes and (consciously or unconsciously) try to act differently or do I sometimes find myself playing a role that is expected of me, instead of being myself?

3. **How do I respond to others in terms of their group identificatons?**

   What stereotypes and what generalizations do I make? What prejudices do I have? For example, do I as a White, tend to clump all Blacks together in my mind, without realizing the significant differences that ethnicity, religion, etc., make? Do I misinterpret others' behavior as being based on one aspect of social self when it is actually based on another aspect, or do I confuse social self with individual, idiosyncratic self? Can I, for example, distinguish when a person is angry at me, whether it is because I am a male, because I am a Catholic, or simply because I am me

and there is something about me, completely unrelated to my social self, which makes that person angry? Do I use my group identification as a shield, assuming that people of another race who dislike me are prejudiced, in order not to have to look at whether there is really something about me personally that some people dislike? On the other hand, do I tend to personalize things, assuming that people are responding to my personal self when they are really reacting to my social self? Am I able to distinguish when I am acting out of prejudice and when I am acting out of conflict of group interests?

The goal of the discussion is to first create a setting in which persons can begin to ask themselves these questions, then to help the group begin to find the answers and thirdly, to help the group understand not only their own social selves but also the ways in which these relate to the issues which are central to intergroup dynamics as they are reflected in the society in general. The discussions help participants to become aware of and to better understand the importance of social self in their personal and interpersonal lives and to help them use that knowledge to understand community dynamics.

In the sequence of the process it is essential that the set of questions centering around "Who am I?" be asked first. The discussions center on an interview of each participant to explore how their personal life was shaped by the social factors of their environment (grandparents' background, parents, geography, economic situation, mobility, occupation, neighborhood, friends, religion, etc.). People must first begin to become aware of and to explore their feelings about their own group identifications before they can begin to sort out and understand the ways in which these influence their responses to others and others' responses to them.

Some suggestions for using this approach in school are listed below. It is essential that the facilitator have some expertise in leading small discussion groups and that he be comfortable in sharing his feelings about his own ethnic and social background.

1. Ideally, the group should be limited to twelve students of varied backgrounds but the approach can be tailored to classroom use.
2. The leader should explain the concept and method of interviewing to the group and give students the opportunity to ask questions and to opt not to participate.
3. Some schools have used this method as an extended (2-3 week) ice-breaking experience for leadership groups.
4. The leader should act as interviewer-trainer gradually eliciting participation and questioning by student participants of each other.
5. The leader should be the first or among the first to share his social background with the group at some point in the process. Indeed his presentation and questioning technique should be a role-model for others.
6. The leader should be sensitive to the personal sensitivities of the students and establish an atmosphere of acceptance and inquiry. "We want to know who you are and why; we do not want to judge you."

The exploration of group identity described above is the thesis of "The Clarification Group," or C-Group, which has been developed by the Boston University Human Relations Laboratory under the direction of Max Birnbaum. Such a technique in its most sophisticated form has been applied to multi-ethnic groups of adults in an effort to understand the social determinants (family role, religious role, race, ethnic values, geographic origin, social group, temperament, neighborhood, occupation, political group affiliation, sex, and others) of their values, feelings and behavior. Among students of varied backgrounds the C-Group methodology in this more superficial form can be powerful in ameliorating intergroup tension.

In addition to this direct method of exploring students' backgrounds ethnic and racial awareness can be included in the curricula of the high school. The following sources and bibliographies contain much useful material:

1. *Ethnic Studies:* Resource Bulletin in Ethnic Pluralism for Secondary Schools, Bureau of Curriculum Development, Board of Education of the City of New York, 131 Livingston Street, Brooklyn, N.Y. 11201.

   This bulletin outlines mini-courses in "The Nature of Racial and Ethnic Identity," Chinese-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, Puerto Ricans in America, and Ethnic Studies Resources.

2. *Teaching Ethnic Studies,* concepts and strategies, James A. Banks, editor, 1973 yearbook, National Council for the Social Studies, 1201 Sixteenth Street N.W., Washington, D.C. 20036. "The authors present new conceptual frameworks for studying about ethnic groups and for analyzing American society. They also describe promising strategies and materials." (from the Introduction, James A. Banks.) Three broad sections include Part One: Racism, Cultural Pluralism and Social Justice; Part Two: Teaching about Ethnic Minority Outlines; Part Three: Teaching about White ethnic groups and women's rights.

3. Andrew M. Greeley, *Why Can't They Be Like Us?* Institute of Human Relations Press, American Jewish Committee, 165 East 56th Street, New York City 10022. A useful discussion of the phenomenon of white ethnic identification and its significance in understanding intergroup conflict in America.

4. *Ethnicity and American Group Life: a Bibliography,* National Project on Ethnic America of the American Jewish Committee, Institute of Human Relations, 165 East 56th Street. In addition to this useful bibliography, the Institute of Human Relations publishes many pamphlets on ethnic identity and pluralism that are important contributions on this subject, including: "The Schools and Group Identity, educating for a new pluralism," edited by Judith Herman.

5. *Foxfire Book,* Nos. 1-3, Eliot Wigginton, editor, Anchor, 1975. Students explore their social and ethnic heritages through interviews and other field experiences. Although these volumes concern a rural or small town setting, the processes have been successfully adapted in the neighborhoods of New York City.

B. LEADERSHIP DEVELOPMENT

The following exercises are offered as possibilities for those wishing to develop leadership skills. Taken as a whole they provide one possible beginning for someone initiating training in these skill areas. The suggestions and warnings contained in the section on the group process also apply here. Remember that the skill of the facilitator can play a large part in the success or failure of these exercises and that not all of them will work equally well with every group.

The areas covered here are

1. Knowledge of Leadership Role
2. Conflict Resolution
3. Problem Solving
4. Values Clarification

For additional resource materials on the group process and racial and ethnic awareness see pages 00.

KNOWLEDGE OF LEADERSHIP ROLE

The exercise and role-play presented provide students with an opportunity to both observe and demonstrate a variety of leadership roles and styles in a setting free from the pressures imposed by a real-life situation.

Giving and Sharing Exercise

GOALS:

1. To provide group members with individual feedback.
2. To give leaders a chance to exercise responsibility and judgment.

TIME REQUIRED: About 45 minutes

GROUP SIZE: Between 8 and 16 group members

SETTING: Large room with moveable chairs

MATERIALS:

Each group member should have bee instructed to bring in an object or a picture of an object that is not necessarily useful to him but may be.

PROCEDURE:

1. Choose a leader for the group. The process may be selection or election.
2. Tell the leader to collect the objects and pictures from the group knowing that he will eventually distribute them to the group on the basis of certain criteria, for example, need, expediency, desires, chance, etc.

3. The group should then discuss the criteria with the leader.
4. The leader then must leave for a few minutes to plan the final distribution. He can use whatever criteria he wishes but must later explain them to the group. Only one item should be given to each participant.
5. The leader must then return, distribute the items or pictures and lead a discussion about the outcome.

COMMENTS:

1. Did the leader follow the criteria set by the group?
2. What additional criteria were used?
3. How does this process relate to leadership decisions in real life?

For further information contact: Richard Di Domenico, Bryant High School, Coordinator of Student Affairs, 48-10 31 Avenue, Long Island City, New York 11103.

URBAN RENEWAL

A Model For Leadership Role-Playing

GOAL:

1. To experience different leadership roles.
2. To evaluate the outcome of these roles.

TIME REQUIRED: One to two hours

GROUP SIZE: 20 to 30 students

SETTING: Large room with moveable chairs

MATERIALS: Cue sheets, paper, felt tip pens

PROCEDURE:

1. The facilitator should divide the group into the following segments:
   a. Local business leaders (store owners, salesmen, etc.)
   b. Religious and social leaders (ministers, priests, community agency heads)
   c. Local youth gang leaders
2. The facilitator is to explain that as part of an urban renewal project the city is willing to sell a full square block of inner-city real estate for $1 to the group with the "best" plan for the utilization of the property.
3. The facilitator should tell the groups that they have 20-30 minutes to draw up a plan for the use of the property.
4. The facilitator then presents each group with its cue sheet, separately.
5. The groups will then meet together in a large group session to see if they can agree to a plan on the land's use.
6. After about one hour the role-play can end and be followed by a discussion of the leadership roles present and the effectiveness of each.

CUE SHEET FOR THE LEADERSHIP ROLE-PLAYING EXERCISE

Local Business Leaders: You should remember that you have a real stake in this community. Your livelihood depends directly on the amount of disposable income present in this community. Your plans would tend to advocate an increase in business activity and employment.

Religious and Social Leaders: Humanitarian considerations are foremost in your mind. You have hopes of expanding social and religious services to the community. Your drawback is in the area of financial backing. Religious leaders desire greater community support.

Youth Gang Leaders: You feel that you represent the real feelings and needs of the "people." Some mistrust of the other groups of leaders may be present. You may have difficulties because of previous gang rivalries.

For further information contact: Richard Di Domenico, Bryant High School, Coordinator of Student Affairs, 48-10 31 Avenue, Long Island City, New York 11103.

CONFLICT RESOLUTION

Skill in sending and receiving messages is a prerequisite to resolving an argument. Here a simple exercise is presented so that students may sharpen their skill in communications.

Listening and Repeating: A Beginning Exercise in Conflict Resolution

GOALS:

1. Enabling participants to practice communication skills necessary for conflict resolution.
2. Removing obstacles to the conflict resolution process.

TIME REQUIRED: Can be tailored to the size of the group.

GROUP SIZE: Any number divided into groups of two.

SETTING: The area must enable each group of two to work without disturbing the other groups.

MATERIALS: None.

PROCEDURE:

1. The facilitator tells the members of each group to face one another.
2. The groups may discuss subjects of their choice or the facilitator may provide topics.
3. The facilitator explains the rules:
   a. The first person who speaks must make a declarative statement ("I feel that. . ." or "I think that. . .").
   b. The person listening must then repeat what the first person has said in his own words. He can start by saying, "You are telling me that. . ." or "I hear you saying that. . ."

c. The first speaker must then answer "yes" or "no" depending on whether or not the second speaker accurately restated his opening remark.

d. If the answer is "yes" the second speaker can then make his first declarative statement.

e. If the answer is "no" the first speaker must clarify the initial statement and the process of restatement is repeated.

f. Each speaker then takes a turn either presenting a declarative statement or providing a restatement.

g. After the process has gone on for ten or fifteen minutes the facilitator can call the large group together and lead a discussion on any or all of the following subjects.

(1) The importance of the exercise as it relates to conflict resolution.

(2) Good or bad feelings during the exercise.

(3) Changes in communication during the exercise.

COMMENTS:

This exercise can be repeated several times changing partners and topics. As the students get more proficient their confidence in person to person communication skills will increase.

For further information contact: Richard Di Domenico, Bryant High School, Coordinator of Student Affairs, 48-10 31 Avenue, Long Island City, New York 11103.

PROBLEM SOLVING

Brainstorming is a method used in the initial stages of problem-solving. It produces widespread participation and a feeling of freedom and openness in group work.

Brainstorming — Let's Solve a Problem

GOALS:

1. To generate skills in problem-solving.
2. To demonstrate a method for the production of a large number and variety of ideas.

TIME REQUIRED: Depends on the problem to be solved.

GROUP SIZE: About 10 with one person serving as recorder.

SETTING: Any area which allows the group(s) to work without significant disruption.

MATERIALS: Large pads of paper and markers or blackboards and chalk.

PROCEDURE:

1. The facilitator should provide the group(s) with materials.
2. Each group should choose a recorder.
3. The facilitator should explain the following rules:
   a. the recorder must write down all ideas produced by the group.
   b. no criticism of any idea is allowed.
   c. strange and farfetched ideas are encouraged.
   d. a great number of ideas is beneficial.
4. The facilitator then can state the subject to be brainstormed.
5. After a set time the facilitator will allow criticism and instruct the group to discuss the ideas and select the five or ten best.
6. If there are several groups, they must then share their "best" ideas.
7. All the groups must then produce a final list of the five or ten "best" ideas.

COMMENTS:

Later all involved can discuss advantages and disadvantages of this idea-generating system.

For further information contact: Richard Di Domenico, Bryant High School, Coordinator of Student Affairs, 48-10 31 Avenue, Long Island City, New York 11103.

VALUES CLARIFICATION

Values Clarification enables students to develop a personal ethical framework for their continued growth in leadership.

Theory

Louis Raths developed a system of values clarification in which the focus is based on the "process of valuing" and not upon "content of values." He breaks down the process of valuing into seven steps. Without the individual going through all seven steps in attaining a value; the value is not truly his own. The seven steps are:

1. Choosing freely
2. Choosing from alternatives
3. Choosing reflectively
4. Prizing and cherishing

5. Affirming
6. Acting upon choices
7. Repeating

Unless a person goes through all seven steps in making a value his own, the value is not really his. Louis Raths defines a value as something a person believes in which he acquired by going through the seven steps.

Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum have expanded upon Raths' system by producing exercises to be used by teachers in making the process of valuing part of a student's daily life. Howard Kirschenbaum modifies Raths' seven criteria into these five areas:

1. Feeling
2. Thinking
3. Communicating
4. Choosing
5. Acting

He feels these five areas are the areas a human being needs to deal with in living a full and satisfying life. Each area is divided into subprocesses which can be found in *Readings in Values Clarification,* Simon, Kirschenbaum, pages 105-106.

EXERCISES TO BE USED FOR A VALUES CLARIFICATION WORKSHOP

1. **Milling Exercises** (Warm-ups)
   a. "NO" AND "YES" — walk around the room and ask different people to go somewhere with you, the only thing that they can answer is plain "yes" or "no." They can say nothing else.
   b. COMPLIMENT — walk around the room giving people compliments, they cannot answer at all.
   c. "I LOVE TO. . ." "I HATE TO. . ." — walk up to people and finish the sentence. Repeat same for "I hate to. . ."
   d. EITHER OR, FORCED CHOICE — Given a choice of two things you see yorself as, go to the side of the room assigned to your choice. Example: sailboat or speedboat, public or private, New York City or Colorado.
2. **Group Exercises**
   Break the large group up into groups of four.
   a. WALLET — take three things out of your wallet, one that represents something from your past, one from the present, and one for the future.

b. LIFE LINE — draw a line on your paper. The left, the beginning of the line is the date of your birth, the end of the line is the date of your death. Mark both of those and then find today, and mark today's date on the line.

c. HIGH POINT, LOW POINT, VERY IMPORTANT THING — Now mark the date of a high point in your life. Then mark the date of a low point in your life. Finally mark the date of your learning a very important thing in your life.

3. **Contract**

a. Make two columns on your paper. First list everything you want for yourself at this time in your life. Then list everything you particularly don't want (are afraid of, want to avoid) at this time in your life.

b. Now write a contract to yourself. Write down specific things you want to do after looking at some of the things you want for yourself. Make your contract specific, comfortable, do-able goals. Sign your contract in the presence of a witness, and date it.

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For further information contact: Richard Di Domenico, Bryant High School, Coordinator of Student Affairs, 48-10 31 Avenue, Long Island City, New York 11103.

C. SCHOOL HUMAN RELATIONS

RESOURCES ON THE GROUP PROCESS

Our experience and research indicates that it is necessary to have an organized, structured approach to understanding and working with school groups. This resource section includes an approach that can be used to achieve better group functioning, understanding, team building and the ability to fulfill tasks.

Much material is now available which is useful in helping groups to analyze how they are functioning and for training group members to be more productive in achieving group goals. The area of study is called "group dynamics." (See Pfeiffer and Jones, *A Handbook of Structured Experiences for Human Relations Training*, University Associates, La Jolla, California, 1974, Volumes 1-5, Reference Guide and Yearbooks.)

Structured Experiences: A vehicle for achieving group goals

Members of the school community desire growth and change. The question is "how?" How can the everyday mechanisms for change in a school be supplemented? How are workshops, seminars and weekends effectively designed?

Pfeiffer and Jones outlined some of the considerations that need to be addressed in planning such events. Their considerations can be useful to the school human relations practioner; however, we recommend that schools work with experienced consultants in designing and implementing these activities. In New York City, the High School Division's Office of Student Affairs and the Intergroup Relations Unit of Community School District Affairs have been involved in such efforts and are available for consultation. The following excerpts then are reprinted, not as a cookbook approach to human relations training, but as a basis for school collaboration with outside consultants in planning effective designs for such activities.

Groups approach problems and develop strategies in a number of different ways. Patterns are often set up in groups which they are not aware of which prevent them from functioning optimally. It has been found that "structured experiences" (Pfeiffer and Jones) are useful tools in enabling a group and group members to analyze their behavior and their effectiveness. The "structured experiences" can be used in conjunction with other forms of learning (including reading, lectures, discussion, case study, and others) to achieve group objectives. However, the facilitator or designer of group activities must keep in mind the objectives of the group and its participants, and must permit full discussion (processing) and evaluation of the structured experience, in light of group goals. Such goals may include leadership training, human relations training, or school organizational development.

The Staff of the Human Relations Project includes here some of the structured experiences that are useful in a variety of group situations with a discussion of how and where to use them.

Additional structured experiences are listed and classified in Pfeiffer and Jones, **Reference Guide**. The areas of classification include:

Icebreakers
Awareness Expansion
Interpersonal Communication
Personal Feedback
Dyads
Leadership
Group Process
Group Problem Solving
Competition
Organization Development

ABOUT THE FACILITATOR — the leader within the group process

INTRODUCTION

The facilitator is the "leader" of structured experiences. This role is described in a paper prepared by New York State Education Department, Division of Intercultural Relations.

> The facilitator's primary responsibility is to encourage participative learning and mutual problem-solving in a confidential, nonjudgmental climate. An atmosphere of this kind encourages creative expression instead of submissiveness, dependence, and repression. It fosters freedom of opinion and dissent, and the feeling that one has a right to be wrong. Members say what they feel, and not what they think they ought to say. They are at liberty to express ideas and attitudes without fear of hostile criticism and isolation, but they are discouraged from relying on "tried-and-true" methods of problem-solving.
>
> The facilitator strictly avoids didactic teaching; his aim is to elicit opinions, not to transmit accepted theories and techniques. Nor should he use his status or authority to coerce or negate opinions. Instead, he supports the group as it learns to define, assess, and diagnose human relations problems objectively and rationally, distinguishing fact from opinion. The group members are encouraged to practice making assumptions and hypotheses and testing the reality of them; to challenge one another's views and examine their own opinions, reversing and revising them if necessary.
>
> The facilitator also summarizes discussions and clarifies issues. If he asks questions, it is to define the issue, not to examine the person. He directs discussions away from impressionistic judgments and toward complete analysis of problems, keeping the focus of attention on cases instead of on personalities.

In establishing and maintaining a permissive climate the facilitator should be neutral but not detached. Neither censor nor critic, he avoids placing the group members on the defensive. Respecting all statements, even though they seem to him incorrect or irrelevant, he fosters fresh exploration, remembering that disapproval kills discussion, disagreement stimulates it.

This type of training also allows people to use conflict situations creatively. Conflict is inherent in any dynamic organization and is an inescapable corollary of institutional change. What is needed is not to repress conflict but to devise ways of resolving it. Both complementary and conflicting views are fundamental elements for the solution of human relations programs.

One of the most valuable skills for a facilitator to develop is an acute awareness of the dynamics working within the group as well as a sensitivity to the needs of the individual group members. The manner in which the facilitator serves the group becomes an intuitive act based upon the facilitator's "comfortable role" in conjunction with the needs of the group and the task to be accomplished.

ICEBREAKERS

Group members participate more fully in the group process when they become acquainted with other members in the group in a relatively non-threatening way. These get-acquainted activities are called icebreakers:

1. **Name Game**
   a. Participants sit in a circle. (It becomes rather time-consuming with more than twenty participants.)
   b. Each is asked to give his/her first name with an alliterative adjective preceding it (Handsome Harry) and to repeat the names and "descriptions" of all those who came before.
   c. By the end the names have been repeated numerous times, people are relaxed, and in good humor and ready to "get down to business."
   d. Each person may ask for help from the group.

This exercise, as in many structured experiences, should not be used more than once with the same group as it loses its spontaneity.

2. **Who Am I? Introductions**
   (Pfeiffer and Jones)

GOAL:

To allow participants to become acquainted quickly in a relatively non-threatening way.

MATERIALS:

1. One 8½ by 11 inch sheet of paper with the question "Who Am I?" written in one-inch letters at the top for each participant.
2. Pencil and straight pin for each participant.

PROCESS:

1. Participants receive the materials, and are allowed ten minutes in which to write five key dimensions about themselves. The instructor should stress legibility as participants must be able to read those dimensions in order to become acquainted with other participants.
2. The completed sheets are pinned to the front of each participant.
3. The participants circulate in a cocktail party fashion, but without speaking.
4. The facilitator asks participants to move on to another person every two minutes for five to eight "meetings."
5. After this non-verbal phase, the participants are told to return to two or three different people they thought would be interesting based on their previous encounter. They may now speak to each other. They may be encouraged to ask questions which they ordinarily would not ask.
6. If time permits the participants may introduce their partners to the entire group.

COMMENTS:

A valuable follow-up discussion may concern itself with first impressions — what role do they play in a developing relationship.

Recommended Reading for Instructors

Henry Clay Smith. "Sensitivity to People." McGraw Hill, N.Y., 1966.

PAIRED INTRODUCTIONS

GOALS:

To "break the ice," to get to know each other, to permit the instructor to participate and get to know the group, to establish bases for working together as members of a group having a new experience.

PROCESS:

Participants will be asked to interview each other, pairing off with the person on the right. If they are sitting next to someone they know well, they will be asked to sit next to someone they do not know or would like to know better. They may discuss whatever they wish and frequently this happens to be their leisure time interests, hobbies, their family, their jobs, etc. They may be given five to ten minutes to interview each other.* Introductions may be limited to one to three minutes to tell the whole group about "a new friend" or something new they learned about an old friend.

COMMENTS:

How do participants feel about this experience? (There may be statements about feeling closer to someone, not being alone in the group now, etc.).

This exercise can be completed within one hour for a group with as many as forty.

*In the directions given prior to the interviews, participants should be told that they will introduce the person they interviewed to the whole group.

GROUP PROCESS

The following exercises will be described in this section:

1. Lost At Sea: A Consensus-seeking Task
2. The Broken Squares Exercise
3. Role-Playing
4. Problem Census

The Lost at Sea Exercise and the Squares Game are structured experiences which can be used to analyze group behavior. These exercises focus on group behavior unrelated to school activities. This approach gives participants the opportunity to observe the process without complication of their school role or interests.

On the contrary, the Role-Playing and Problem Census approaches can be structured to focus the group on a situation that they might be facing at their school. However, it still provides them with the "protection" of a simulated atmosphere so that they can test out behavior and approaches that they might not be able to do in "real life."

LOST AT SEA: A CONSENSUS-SEEKING TASK

GOALS:

1. To teach the effectiveness of consensus-seeking behavior in task groups through comparative experiences with both individual decision-making and group decision-making.
2. To explore the concept of synergy in reference to the outcomes of group decision-making.

GROUP SIZE:

Five to twelve participants. Several groups may be directed simulatneously. (Synergistic outcomes are more likely to be achieved by smaller groups, e.g., five to seven participants.)

TIME REQUIRED: Approximately one hour

MATERIALS:

1. Pencils.
2. Two copies of the Lost at Sea Individual Worksheet for each participant.
3. A copy of the Lost at Sea Group Worksheet for each subgroup.
4. A copy of the Lost at Sea Answer and Rationale Sheet for each participant.
5. Newsprint and felt-tipped markers.

PHYSICAL SETTING:

Lapboards or desk chairs are best for privacy in individual work. Tables may be used, but the dynamics involved are likely to be different.

PROCESS:

1. The facilitator distributes two copies of the Lost at Sea Individual Worksheet to each participant and asks each person to complete the forms in duplicate. He explains that participants are to work independently during this phase.
2. After fifteen minutes, the facilitator collects one copy from each participant. The other copy is for the use of the group.
3. The facilitator forms subgroups and directs them to particular work areas in the room. He gives one Lost at Sea Group Worksheet to each group. The facilitator then reads the instructions to the groups, emphasizing that each member of a group should partially agree with the group choices to establish consensus, but that they are not to use such techniques as averaging, majority-rule voting, or trading. He stresses that it is desirable that effort be made to achieve success in this task.
4. While the groups are engaged in their task, the facilitator scores the individual ranking sheets. The score is the sum of the differences between the "correct" rank for each item and its rank on the Individual Worksheet (all differences should be made positive and added). Higher scores have greater negative implications. The facilitator then totals all individual scores for each group and divides by the number of group members to obtain the average individual score for each group.
5. After thirty-five minutes, the facilitator collects the Group Worksheets and scores them as he did the Individual Worksheets, while the participants debrief their consensus-seeking. He then prepares a chart such as the one following, summarizing the statistics.
6. The facilitator returns all Individual and Group Worksheets and distributes a copy of the Lost at Sea Answer and Rationale Sheet to each participant. After allowing the groups a few minutes to discuss the answers and rationale, the facilitator analyzes the statistics and explains the synergy factor.
7. The facilitator leads a discussion of the comparative outcomes of individual rankings and group consensus rankings. Discussion questions such as the following might be suggested by the facilitator:
   a. What behaviors helped or hindered the consensus-seeking process?
   b. What patterns of decision-making occurred?
   c. Who were the influential members and how were they influential?

d. How did the group discover and use its information resources? Were these resources rully utilized?

e. What are the implications of consensus-seeking and synergistic outcomes for intact task groups such as committees and staffs of institutions?

f. What consequences might such a process produce in the group's attitudes?

VARIATIONS:

1. Process observers can be used to give feedback about either group behavior or individual behavior.
2. A lecturette on synergy and consensus-seeking can immediately precede the group problem-solving phase to establish a mental set toward cooperation.
3. Each participant can be given only one copy of the Lost at Sea Individual Worksheet and instructed to score his own sheet.

BEFORE GROUP DISCUSSION

Group	Average Individual Score	Score of Most Accurate Individual
Example	55	45
1		
2		
3		
Average for all groups		

AFTER GROUP DISCUSSION

Group	Score for Group Consensus	Gain/Loss Over Average Individual	Gain/Loss Over Most Accurate Individual	Synergy*
Example	40	+ 15	+ 5	Yes
1				
2				
3				
Average for all groups				

*Synergy is defined as the consensus score lower than the lowest individual score in the group.

SUBMITTED BY:

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to the 1975 Annual Handbook for Group Facilitators
University Associates

LOST AT SEA INDIVIDUAL WORKSHEET

Name _____

Group _____

INSTRUCTIONS:

You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself, the crew, and all the items listed below. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills.

Your task is to rank the fifteen items below in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Sextant

Shaving mirror

Five-gallon can of water

Mosquito netting

One case of U.S. Army C rations

Maps of the Pacific Ocean

Seat cushion (flotation device approved by the Coast Guard)

Two-gallon can of oil-gas mixture

Small transistor radio

Shark repellent

Twenty square feet of opaque plastic

One quart of 160-proof Puerto Rican rum

Fifteen feet of nylon rope

Two boxes of chocolate bars

Fishing kit

LOST AT SEA GROUP WORKSHEET[1]

Group _____

INSTRUCTIONS:

This is an exercise in group decision-making. Your group is to employ the group consensus method in reaching its decision. This means that the prediction for each of the fifteen survival items **must** be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a group, try to make each ranking one with which **all** group members can at least **partially** agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.

[1]Officers of the United States Merchant Marines ranked the fifteen items and provided the "correct" solutions to the task.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision-making.

Sextant

Shaving mirror

Five-gallon can of water

Mosquito netting

One case of U.S. Army C rations

Maps of the Pacific Ocean

Seat cushion (flotation device approved by the Coast Guard)

Two-gallon can of oil-gas mixture

Small transistor radio

Shark repellent

Twenty square feet of opaque plastic

One quart of 160-proof Puerto Rican rum

Fifteen feet of nylon rope

Two boxes of chocolate bars

Fishing kit

LOST AT SEA ANSWER AND RATIONALE SHEET*

According to the "experts," the basic supplies needed when a person is stranded in mid ocean are articles to attract attention and articles to aid survival **until rescuers arrive**. Articles for navigation are of little importance: even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1. **Shaving mirror**
   Critical for signaling air-sea rescue.
2. **Two-gallon can of oil-gas mixture**
   Critical for signaling — the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).
3. **Five-gallon can of water**
   Necessary to replenish loss by perspiring, etc.
4. **One case of U.S. Army C rations**
   Provides basic food intake.
5. **Twenty square feet of opaque plastic**
   Utilized to collect rain water, provide shelter from the elements.
6. **Two boxes of chocolate bars**
   A reserve food supply.
7. **Fishing kit**
   Ranked lower than the candy bars because "one bird in the hand is worth two in the bush." There is no assurance that you will catch any fish.
8. **Fifteen feet of nylon rope**
   May be used to lash equipment together to prevent it from falling overboard.
9. **Floating seat cushion**
   If someone fell overboard, it could function as a life preserver.
10. **Shark repellent**
    Obvious.
11. **One quart of 160-proof Puerto Rican rum**
    Contains 80 percent alcohol — enough to use as a potential antiseptic for any injuries incurred; of little value otherwise; will cause dehydration if ingested.
12. **Small transistor radio**
    Of little value since there is no transmitter (unfortunately, you are out of range of your favorite AM radio stations).
13. **Maps of the Pacific Ocean**
    Worthless without additional navigational equipment — it does not really matter where you are but where the rescuers are.

14. **Mosquito netting**
    There are no mosquitoes in the mid Pacific.
15. **Sextant**
    Without tables and a chronometer, relatively useless.

The basic rationale for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

BROKEN SQUARES

Participants experientially discover intragroup dynamics in implementing shared goals. Exploration of how group goals may become distorted by the narrow focus of individuals and how productivity of a group increases as individuals broaden their focus may be discovered in this exercise.

GOALS:

1. To demonstrate how intragroup behaviors may undermine group goals.
2. To increase awareness of the impact that individuals have on group effectiveness.
3. To illustrate how increasing awareness of the impact of behavior (one's own and others') can reduce conflict and facilitate group problem-solving.

EXERCISE — MATERIALS and SETTING:

1. A set of squares for each small group of five participants (see **Directions for Making a Set of Squares**).
2. A single copy of "Instructions to the Group" for each small group of five participants.
3. During the "task" part of the exercise, participants may work in groups of five sitting on the floor or around individual tables seating five people.

PROCEDURE:

1. The instructor tells the participants that they are about to do an exercise concerning group problem-solving.
2. Participants are asked to form circles of five each, either on the floor or around tables.
3. It is preferable to have at least one additional participant stand near each group of five to serve as observer and to remind the group of the rules.
4. A copy of "Instructions to the Group" and an envelope containing one set of Squares is distributed to each small group.

5. The envelopes are to remain unopened until the small groups are asked to distribute the inner envelopes.
6. The instructor reads "Instructions to the Group" and indicates that each small group has a copy to check with if necessary. Questions may be asked to clarify. All participants must understand all of the instructions before proceeding.
7. When the task has been completed by all of the small groups, participants sit in a large circle for discussion.
8. After completion of activity, logs are distributed. Students write logs and hand them in as they finish.

DISCUSSION:

Concepts to be elicited:

1. Initially, most people tend to approach group problem-solving with an individual narrow focus, devising and holding on to their own strategies at the expense of developing a solution to the whole problem.
2. Focus on the whole problem (the needs of others) is necessary to increase the potential for cooperation.
3. Individual failure to assume a larger focus inevitably leads to group frustration and conflict between members, or conflict directed outwards towards the rules of the game, the instructor, etc.
4. Awareness and acceptance of a common goal facilitates communication, in this instance nonverbal. The group discovers giving as an effective form of communication.
5. An effective team member shares problems, interacts according to the needs of all other members, is not self-involved, is flexible, seeks coalition, is attentive to how his efforts are understood.

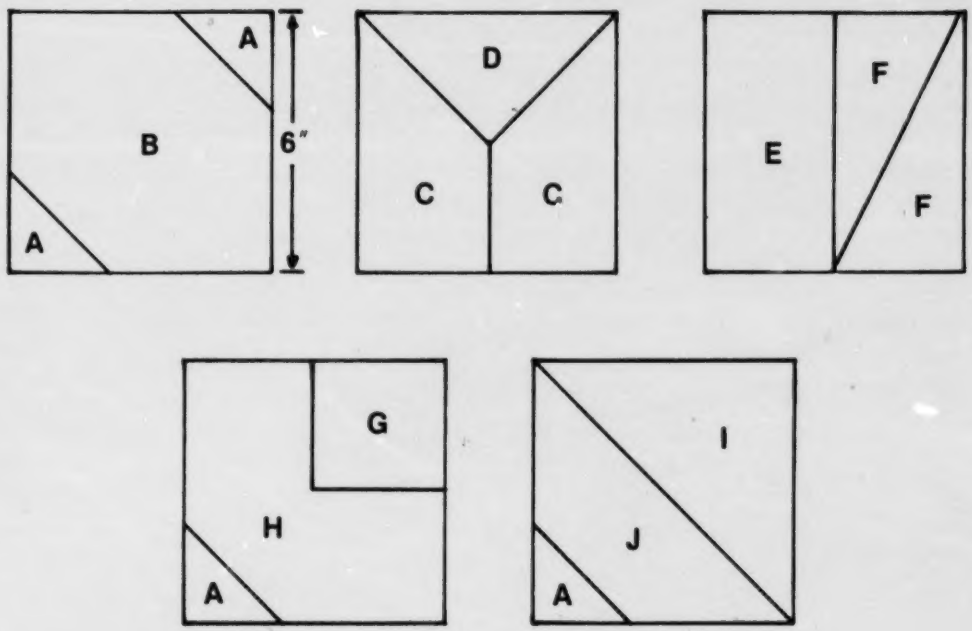
Suggested questions to elicit concepts:

1. a. What behavior, adaptive or non-adaptive, did you observe in yourself or others during this exercise?
   b. What is atypical about what we expect of ourselves and others in this exercise?
   c. Why does this exercise seem to call for cooperation more than most group efforts we engage in every day?
   d. What are the characteristics of the optimum team member?
2. Why isn't noncooperation, when it appears in a school setting, experienced as clearly or as intensely?
3. What might be done to produce optimum shared-goal orientation in schools?

DIRECTIONS FOR MAKING A SET OF SQUARES

A set of five envelopes containing pieces of cardboard which have been cut into different patterns and which whe properly arranged will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly, so that they can later be erased.



The lines should be so drawn that when cut out, all pieces marked "a" will be of exactly the same size, all pieces marked "c" of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

INSTRUCTIONS TO THE GROUP

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the instructor gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members, may however, give cards to other members.

Are the instructions clear? (Questions are answered.)

Instructor gives signal, "Begin working."

The above exercise has been excerpted from a paper entitled, *Responding to Problem Situations, Module #1,* written by Warren Dederick, Donald Poyourow and William D. Cook.

ROLE-PLAYING

What is it?

A tool for learning in which people act out problems and then analyze the enactment. These sociodramas, as they are sometimes called, help the players and the audience look at the interactions of people in some specific role, such as supervisor, leader, parent, teacher, pupil, etc.

Why use it?

1. It is active.
2. It can help the group see things about human behavior, their own and other's feelings.
3. It gives everyone a common experience. We see it, hear it and, if we are one of the actors, live it.
4. It can help us gain new skills for dealing with problems.
5. It gives us a chance to experiment with our behavior, make mistakes, try new skills, etc.

Steps in Role-Playing

1. Define the problem. What are we trying to understand?
2. Set up a situation showing the problem. Keep away from personalities. Role reversal can help avoid personal investment in a role: a student can role-play a teacher; a teacher, a student. Have an honors student play the student in trouble with the Dean and a marginal student play valedictorian. Role reversal can also help observers see how they come off to some other people.
3. Cast the characters. Either select them or use volunteers. Keep off toes.
4. Warm up the actors and observers. Be sure actors and audience know the problem and what to watch for. Set stage verbally.
5. Act it out.
6. Cut the action when it reaches an impasse and/or there is enough material so the audience can analyze it.
7. Discuss and analyze the situation just acted. Relate it back to original problem. **Keep it to what happened on stage.**
8. Pin down what was learned.

3 Stages of Role-playing

1. The warm-up
2. The role play
3. Feedback or discussion

3 Parts of Role-playing

1. Setting
2. Cast or people
3. Problem or situation

Terms

1. Psychodrama — A technique developed originally by J.L. Moreno. It is a spontaneous drama concerning an individual or protagonist and his inner conflicts.
2. Sociodrama — A role-play based on the experiences of a group. It is more generalized and less personal than psychodrama.
3. Roles — The parts an individual plays in the groups in which he is a member.
4. Role Reversal — Technique allowing "actors" to perceive and change with other roles. (Avoids personalization).
5. Alter ego — Technique of expressing unspoken feelings and thoughts of actors. (Avoid unless you are an advanced facilitator.)
6. Cue cards — Written description of roles.

Some Uses of Role-playing

1. to convey information
2. to present a situation for discussion
3. to facilitate emotional expression
4. to prepare for future situations
5. to stimulate participation and involvement
6. to provide an opportunity for catharsis
7. to provide empathy training for better understanding of others

8. to develop specific skills, i.e., interviewing, teaching, counseling
9. to increase spontaneity
10. to present or explore alternative courses of action

Tips on Role-playing

1. Limit scenes to ten minutes each.
2. Use the volunteers rather than a select few.
3. Avoid proper names of people or places that distract from achieving role-play objectives.
4. A role-play is not a skit.
5. Avoid lectures and intellectual analysis during feedback session.
6. Allow actors to get out of their roles by talking or sharing here and now feelings with the group.
7. Cut the scene when the point has been made.

(from *Intergroup Education and Social Change,* Office of Intergroup Education, Board of Education of the City of New York, 1970)

PROBLEM CENSUS

PURPOSE:

1. To permit the group members to express their view of the problems in a defined area.
2. To obtain group consensus on priorities.
3. To begin developing strategies to deal with the problems.

CONCEPTS:

1. Brainstorming, a free-for-all inventory of possible answers to a question.
2. Although people usually agree that there are problems (the word "concerns" is sometimes used because it is less threatening; sometimes people don't like to think they have "problems"), they find that they have to work on getting agreement on (a) what the problem is and (b) which problems they can realistically deal with.
3. Defining problems is an essential step toward defining "goals" which is essential in achieving success with groups.

STEPS:

Divide a large group into equal size random groups. One approach follows:

1. Divide a group of forty into five groups of eight by numbering participants in the whole group 1 through 5 and tell 1's to go to one area; 2's to another, etc.
2. Instruct small groups to list all the "concerns" they see at their school in a particular topic heading (examples: intergroup relations concerns, student activities concerns, curriculum). Participants should be encouraged to list and accept the suggestions of all members of the group. Such a climate is necessary to achieve full exploration of the concerns. This is called "brainstorming."
3. Bring the whole group together after 45 minutes to share their lists. Facilitators should ask for clarification and comparison of lists and obtain group agreement on priorities for developing solutions at later sessions. Priorities should be established by agreeing on which cncerns the group can realistically and effectively deal with. This agreement should be done by consensus — a decision that everyone in the group can live with.

D. A FRAMEWORK FOR A HUMAN RELATIONS COURSE

INTRODUCTION

This section is presented as a theoretical framework for a human relations course rather than as a day-to-day prescription for such an effort. It was prepared in the late **1960s** by two human relations specialists in the N.Y.C. Board of Education Intergroup Relations Unit, William D. Cook and Raymond De Leon. Many of the concepts contained in this "course of study" should be translated into practical and up-to-date form by the teacher. The following are excerpts from the original course description.

PURPOSE:

The first purpose of the course is to reduce the mutual alienation, where it exists, of students and all adults, professional and otherwise, who work in high schools. Toward this end, the second puprpose is to enable people to develop their skills in problem identification and solution through a collaborative process that will increase their sense of ownership of solutions. Following from these, the third purpose is to enable people to become more sophisticated about those inherently divisive forces, both tacit and overt, which prevent or retard cooperation and which breed alienation. Finally, the course is an attempt to get students and adults alike to think beyond their specialized school roles about the broader implications of education in a changing and pluralistic society.

RATIONALE:

There is a growing body of opinion among thoughtful school professionals and the general public that the learning of skills and the mastering of the various disciplines suffers because of inattention to the "invisible curriculum" of a school. This curriculum is involved with the socializing of the students, as well as all adults, professional or otherwise, in the school. It includes the school's rules and roles, its formal organizational structure and informal relationships and the professed as well as the unspoken values of individuals and groups of all kinds who are present in the building. Taken together, the invisible curriculum comprises the organizational culture of the school and gives it a climate, an atmosphere, a psychological environment which affects everyone's ability to function.

A voluntary human relations course for both students and teachers that is reflective of the ethnic mix of the school, and which is centered upon the identification and solution of practical school problems should have a positive effect upon the "invisible curriculum." Such a course would enjoy the dual advantage of increasing intergroup awareness within the context of tasks which are of concern to all.

Large population high schools suffer an inordinate degree of impersonality in their human relations which commonly takes the form of isolation and segregation of individuals and groups. In schools serving minorities the effects of impersonality are especially bad because the societal forces for alienation and anomie are much stronger. The most obvious forms of separation appear in racial terms but there are many other types. Growing numbers are cut off by a language barrier, students, parents and teachers by often antagonistic value systems, by their perceptions of their assigned roles, by what they think their peers expect of them. They are separated by their racial and ethnic self-consciousness, by their social abilities, by official and unoffficial rules, by the formal and informal organization of the school.

Unfortunately, even where there is a vital and ongoing program of extra-curricular activities, the sense of community and belongingness may leave untouched disproportionate numbers of individuals and groups. The "Human Relations Club" may be the collection point of those who think very much alike and may not, therefore, be able to reach out effectively to those who would benefit most. School athletics, rather than fostering school spirit, in some instances tend to succumb to team domination by different racial groups. Ethnic and racial clubs can be effective forces for raising self-respect and useful for providing the necesssary groundwork for respect for others but if there are not powerful integrating forces at work in the school the effect of such clubs may, on balance, be socially disintegrative. **It is the philosophy of this course that if a task group can unite to work at problems of mutual concern while simultaneously learning what divides them, the product of their cooperation will have greater relevance and unite them more profoundly. It is expected that the practical and moral outcomes will have a positive effect on the climate and culture of the school.**

OBJECTIVES:

1. **Cognitive Learnings**

   The basic task of the participants in the course is to identify both integrative and disintegrative elements in the school in order to plan new programs and/or new organizational approaches and structures that will strengthen the ability of the school to socialize all individuals connected with it.

   Toward this end the participants will learn and demonstrate the following:

   a. Increased knowledge of the culture, ethos, values, customs and social imperatives of the ethnic groups of the school.

   b. Increased knowledge of the meaning and practice of cultural pluralism.

   c. Increased knowledge of the formal and informal roles and functions of teachers, students, supervisors, parents, administrators and how they affect the organizational climate of the school and its "invisible curriculum."

   d. Collaborative planning skills.

   e. To gain self-knowledge and insight into one's own attitudes and behavior; to discover the sources of various kinds of behavior and to see their effects on the group.

   f. To react honestly and authentically in give-and-take situations among the course participants.

   g. To serve as a model of positive social attitudes and behavior within the context of the life and purposes of the school.

PROCEDURES:

1. **Orientation**

   a. Because of the unique nature of the course, the time requirements will frequently call for donation of professional and student time beyond the school day.

   b. Each human relations group will work on specific strategies designed to meet problems of the individual school. Since it is impossible to project an identical set of problems for each school, it is necessary that the identification of school problems be generated out of the mutual interaction of the course participants.

c. The course should be conducted in an **informal workshop atmosphere** that encourages the participants to examine their perceptions of groups. Skill should be developed within the workshop to help participants understand how behavior is affected by group perceptions; techniques should be presented to enable participants to modify behavior in order to effect positive communication. **Cognitive and affective learnings should influence and be influenced by the group generated tasks.**

d. **Schoolwide and community involvement** is an essential aspect of the course. All participants might be provided with an opportunity to interact with members of parent and community groups, members of professional organizations and United Federation of Teachers members. The Principal, members of his cabinet, the Consultative Council, student government leaders and custodial personnel, opinion leaders and personalities of informal authority within the school should be used as resources for learning and planning.

e. **Reasonable group size** is important to insure maximum participation and meaningful dialogue with persons and groups. For these reasons the size for any course must be limited to 25 participants. Adults should never outnumber students, as actual course enrollees. Students may drop away if they feel overwhelmed by adult sophistication and articulateness. It is better to enroll more students than adults for this reason.

2. **Recruitment and Selection on Leader and Participants**

a. **Leader Selection**

The leader should be able to initiate structure and develop procedures and patterns for work in a democratic rather than a laissez-faire or authoritarian manner. Simulataneously he or she must be capable of maintaining group cohesiveness and satisfaction in the work.

Besides being a person of broader educational concern, it will be necessary for the leader to be comfortable in interaction among adults as well as students, to be able to react authentically yet tactfully with others. He or she should be a person of enough self-knowledge to have a valid social self-image and should be awake to his or her own feelings and how these can affect others in a socially exploratory and task oriented group.

b. **Recruitment**

It is expected that the course will be given at least once each school year and it is hoped that eventually the majority of professional staff members will have participated. For this reason it is suggested that its participants should reflect a broad representation of the schools occupants rather than be a select or "elite" sampling. It would be wise, however, to attempt to have some participants of observed imagination and leadership ability each time the course is given. This would be especially applicable to selection of students who often are at a disadvantage because of their inexperience and relatively unformed views.

SOCIAL EXPLORATION AND TASK ORIENTATION:

1. **Relationship**
   The course is both socially exploratory and task oriented. Taken together, there may be retardation of task accomplishment while social exploration and group self-knowledge is developed. Work will be much more effective in spite of the unifying effects of work itself, if most social exploration or team development work is done as part of the initial stages of the total course experience. Early work in this area, through cognitive and affective learnings, will mean less loss of work effectiveness later when the participants are more fully engrossed with the accomplishment of the group's self-generated task. The early use of group dynamics techniques will mean that when later conflicts are overcome they will have been truly resolved and provide more meaningful learning and more fruitful work effectiveness.

2. **Social Exploration through Group Dynamics**
   a. The leader of the course should have training in group dynamics techniques. These techniques are most effectively applied to the area of affective learnings while engaging in social exploration although they may also be applicable in the resolution of intragroup tensions arising out of or during the performance of the group generated task. These techniques will assist the group in developing the positive elements of group existence:
      (1) more open communication among themselves.
      (2) mutual trust.
      (3) mutual support.
      (4) better ways of resolving conflict.
   b. There is some probability that the group maintainance skills and group dynamics skills of the leader and the group will be taxed by such questions as:
      (1) the ultimate goal or purpose of the group's self-designated final product.
      (2) collaboration and/or cooperation between sub-groups in the accomplishment of the task.
      (3) who has what authority.
      (4) who is competent or incompetent for a given job.
      (5) clarity, i.e., who is responsible for what?

c. **The Invisible Curriculum**

(1) Going to school has been described as a game. If you follow the rules of the game you succeed. If you violate the rules or don't know them, you fail academically and in other ways. Discuss.

(2) If you are the member of a racial or minority group, white or black, in your school, what do you learn that is not written down? What do you learn as a member of the school minority/majority?

(3) What are the less obvious learnings that occur in a school when you are a member of an athletic team, a certain club, a professional specialization, a union, an honor society, a low track, etc.?

(4) How would you define the term "invisible curriculum?"

(5) How do both students and adults contribute to this curriculum?

(6) How does the invisible curriculum get taught?

(7) The regular curriculum has an invisible curriculum attached to it. What do you learn, aside from the obvious, in Math that you do not learn in Social Studies or gym, etc.?

(8) Each teacher, each paraprofessional and supervisor or administrator has a set of learnings that he or she unconsciously communicates. What may you learn in Mr. X's class that you cannot learn in Mr. Y's class even though they teach the same subject and grade?

(9) What different unwritten learnings occur in the schoolyard, the halls, the student lounge, the cafeteria, the surrounding streets, the school bus, on public transportation going to and from school, the annex, the library, assembly, study hall, etc.?

(10) What positive elements are found in the invisible curriculum which might be included in the formal curriculum?

(11) What can be done to make the unwritten curriculum more positive in the way people are socialized in the school?

(12) Many students and teachers feel that there is a gap in the school between the teaching and the practice of democracy. If such a gap exists, what are its implications for the invisible curriculum?

d. **Understanding The Informal Organization of the School**

Like the invisible or unwritten curriculum, the informal organization of the school is largely unconscious in its formation and in its effects. It is quite real nonetheless and is a potent factor in school life.

(1) Define the informal organization. What are its components?

(2) Work in schools is conducted both formally and informally. Give examples of each.

(3) It has been said of soldiers that comradeship is more powerful than patriotism. How may relationships between persons in schools possibly be more powerful than formal rules and regulations?

(4) is seating in the lunchrooms one criterion of student or teacher relationships?

(5) How well do clubs and teams reflect the ethnic and racial makeup of your school? What are the implications of the answer?

(6) It has been noted that the policeman is helpless to enforce the law unless the great majority of the community is willing to obey it. To what degree are the formal rules of the school adhered to? To the degree that they are not adhered to, what informal means are used to either perpetrate or tolerate the failure to obey?

(7) There is often in every organization one or more persons at any level whose ability to influence others is greater than their official status. Is it possible that informal power or authority is available to whoever wants to use it?

(8) Is there other student "government" in the school that is perhaps equally or more powerful than the formal student government? How does it exercise its power?

(9) How great is the informal power of the teachers' union in your school? Is it greater than its formal power?

(10) Racial or ethnic power in schools is always informal and may be great or small. Is it an important factor in your school? Why is it difficult to estimate this power at times and at other times very easy to see its influence?

(11) We all seem to be aware of the danger of underestimating informal racial or ethnic power in our schools. What is the danger of overestimating it?

(12) What informal devices to students use to control school adults or to reduce the effectiveness of their authority?

(13) What informal devices do adults in schools use to influence the behavior of students?

(14) How would you characterize the customs, mores, folklore, social norms and ideals of your school, both those that are stated and those that are tacit?

(15) Is "school spirit" strong or weak? Why? How might it be improved if necessary?

(16) Do the students and the teachers in the school mostly just "go through the motions" of fulfilling their roles or are they really committed to what they are doing?

(17) Are the adults in the school strongly supportive of one another's work efforts or is each professional more or less "on his own"?

(18) Do the adults of the school socialize considerably with each other both in and outside the school? Is there a tendency toward the development of antagonistic cliques? Do most of the adults fail to retain any social contacts with each other once school is out?

(19) Is the work of students and teachers too often interrupted by obligations that are not directly related to the process of education?

(20) Does your school provide ample opportunities for professional creativity by teachers and learning creativity by students or are these things limited by an abundance of established or authoritative methods and procedures?

3. **Integration of Cognitive and Affective Learnings**

   Informational, conceptual, and abstract learning will occur during both the social exploration and task performance phases of the course. Formal lectures, invited speakers, developmental lessons, readings and panel presentations are a few of the devices that may be employed to effectuate cognitive learnings. At times a group may discover that they are deadlocked or blocked in dealing with affective misunderstandings that may only be resolved by access to the cognitive learning process.

4. **The Anatomy of Collaborative Work**

   Fundamentally, the setting of a group goal, i.e., the purpose and achievement of a final product, is a question of problem identificaton and problem solving. A purpose of the course is to increase abilities in this area. Toward this end the following steps in the collaborative process may be discerned.

   a. **Building Relationships**

      The building of a positive relationship, first, between the course leader and the participants themselves. The leader will aid the group in generating its own goals and tasks.

   b. **Diagnosing the Problem**

      The leader and the group together will develop a list of problems, decide priorities among them and judge their significance in the light of ultimate educational goals that they have identified. Problem identification, because it is intimately related to goal identification, is not wisely separated from it. Although goals may seem to precede problems in any logical and valid identification of the latter, in actual practice an increased awareness of the number, priority and complexity of problems may mean a change in the supposedly *a priori* goals.
      Some additional questions arise:

      (1) How does the school deal with its problems?

      (2) How effective are its methods for dealing with its problems?

      (3) What data must be received in order to make judgements and how may it be acquired?

c. **Acquiring the Relevant Resources**

Time, data, funds, facilities, consultants may be required by the group to perform its self-designated task, i.e., to solve a problem. The Office of Intergroup Education, the State Education Department, Office of Regional Planning and the Office of Student Affairs, High School Division will serve as resources and consultants and will aid course groups to make contact with other resources and consultants.

d. **Choosing the Solution**

The goal of the course members is the choosing of its work product. It will be done as a result of interchange and an examination of the information (data) developed in the preceding stages. The solution should be arrived at through consensus that has been developed through intra-group cooperation.

e. **Implementing the Solution**

This is not necessarily a part of the course *per se* unless the participants choose to to make it such, by and with the advice and consent of the Principal. Should such installation require additional time, resources, skills, etc., the same two central headquarters agencies listed above in item 4.-c. will be available.

E. STUDENT GOVERNMENT RESOURCES

The following are three sample documents which may be used in the organization of a traditional Student Council.

Included are:

1. A sample constitution from the National Association of Secondary School Principals, *Student Council Handbook.*
2. A sample student council meeting agenda.
3. An explanation of this sample agenda.

These latter two resources were supplied by the National Leadership Training Center, Brandywine College, Wilmington, Delaware.

MODEL BYLAWS*

ARTICLE I: NAME

The name of this organization is the Student Council of _____

ARTICLE II: OBJECTIVES

The objectives of the student council shall be to:

1. Provide a democratic form in which students can address those school-related issues which affect their lives;
2. Maintain a continuous communication channel from students to both faculty and administration, as well as among the students within the school;
3. Offer a year-long program of social functions and community involvement projects for students; and
4. Train students in the duties and responsiblities of good citizenship, using the school environment as the primary training ground.

ARTICLE III: MEMBERS

Section 1. One gains membership in the student council upon the completion of the nomination procedure as established by the student council, and is elected under the procedures prescribed by these bylaws. However, one can be elected to a position in the student council (without fulfilling the nomination procedure) by write-in votes.

Section 2. Any member will be removed if (s)he misses three (3) meetings without presenting reasonable excuses to the adviser. Any disagreement between the member and the adviser over the reasonableness of an excuse will be decided by the assembly.

Section 3. Upon the creation of a vacancy in the position of homeroom representative, the homeroom will elect a new representative within two (2) weeks. Upon the creation of a vacancy in the position of president, the vice president shall assume all duties and responsibilities immediately. If both offices are vacated simultaneously, the student council shll open up nominations for both offices, first accepting nominations for the office of president from among its present membership and holding an election within the student council, and then following a similar process to fill the position of vice president. All vacancies in elected offices shall be filled within one (1) week by accepting nominations from the student council members to decide upon the person to fill the vacancy. Any vacancies created by a member's changing positions through this procedure will be filled as stated in these bylaws.

*This document reflects the use of the general term "bylaws" for a document that combines both a constitution and bylaws. For a discussion of this modern use of the term "bylaws," see *Robert's Rules of Order, Newly Revised*, Chapter XVIII, Section 55.

ARTICLE IV: OFFICERS AND REPRESENTATIVES

Section 1. The elected officers shall be *president, vice president, secretary,* and *treasurer.* The appointed officers shall be selected by the president, subject to a majority vote of the executive committee.

Section 2. Each homeroom shall be represented by one elected representative.

Section 3. All elected officers and representatives must be selected according to the election rules established in these bylaws.

ARTICLE V: DUTIES OF OFFICERS AND REPRESENTATIVES

Section 1. The president shall: _____

Section 2. The vice president shall: _____

Section 3. The secretary shall: _____

Section 4. The treasurer shall: _____

Section 5. The homeroom representative shall: _____

ARTICLE VI: ELECTIONS

Section 1. Elections for officers shall take place in the last ten (10) school days in April, or the first ten (10) days in May, prior to the school year in which officers are to serve.

Section 2. Elections for eleventh and twelth grade homeroom representatives shall be held within two (2) weeks after the election of the officers, and will be so designed that candidates unsuccessful in the election of officers can run for homeroom representative.

Section 3. Tenth grade representatives will be elected in their feeder junior high school in May, prior to their entrance into _____ Senior High. The number elected at large from each school shall be in accordance with the proportion of the total population of the tenth grade in which they will serve.

Section 4. The election of officers shall be voted on by the then-present tenth and eleventh grade representatives, while the election of representatives shall be voted on only by the class whose grade year the representative will be serving.

Section 5. The student council shall require no registration prior to the actual secret vote, and polls for all positions shall remain open at least two (2) days.

Section 6. The elections shall be under the direction of the elections committee.

ARTICLE VII: MEETINGS

Section 1. The student council shall meet for business at least once a week during the school year, unless the assembly decides by a two-thirds vote to forego this schedule for a particular week. Meetings shall be held during one of the regularly scheduled student council periods of each week.

Section 2. Special meetings can be called by the president, the executive committee, the adviser, the principal, or by written request of ten (10) members. The purpose of the meeting shall be stated in the call. No previous notice is necessary if it is held during school. If held after school, at least one (1) day's notice is required.

Section 3. All legally elected representatives and officers may vote.

Section 4. A majority of the membership shall constitute a quorum.

Section 5. Any member of the student body may attend and participate in discussions, but must have written permission from the teacher whose class is being missed.

ARTICLE VII: EXECUTIVE COMMITTEE

Section 1. The elected officers and the standing committee chairpersons are the voting members of the executive committee. The appointed officers and the adviser are non-voting members.

Section 2. The executive committee shall mett at least two (2) days prior to the regularly scheduled student council meeting and plan an agenda, which is to be distributed to the members at the meetings.

Section 3. The executive committee shall be subject to the orders of the representative body of the student council, and none of its acts shall conflict with action taken by the council.

Section 4. Special meetings of the executive committee may be called by the president, adviser, principal or upon written request of any three (3) members. No previous notice is required if it is to be held after school.

Section 5. The executive committee shall carry out all duties assigned to it in these by-laws and by the student council.

ARTICLE IX: COMMITTEES

Section 1. The community service committee shall have the duties of: _____

Section 2. The social committee shall have the duties of: _____

Section 3. The elections committee shall submit to the student council recommendations concerning nominations, campaigning, speeches, and balloting at least one month prior to student council grade-wide school elections. These recommendations are subject to at least a majority vote of the student council. The elections committee shall then be in charge of handling all aspects of the elections.

Section 4. Unless otherwise directed by the assembly, the minimum and maximum number of members of each standing committee shall be determined by the executive committee.

Section 5. Membership on any student council committee shall be open to any school student. Every representative must serve on at least one standing committee.

Section 6. Other committees, standing or special, may be appointed by either the council or its president as the council from time to time deems necessary to carry on its work.

Section 7. The president shall be an ex-officio member of all committees.

ARTICLE X: PARLIAMENTARY AUTHORITY

The rules contained in *Robert's Rules of Order, Newly Revised* shall govern the student council in all cases in which they are applicable and in which they are not inconsistent with these bylaws and any special rule of order the student council may accept.

ARTICLE XI: RELATIONSHIPS WITH THE ADMINISTRATION

Section 1. The principal shall appoint an adviser to aid the student council in its activities and projects.

Section 2. All actions of the student council are subject to review and possible veto by the principal.

ARTICLE XII: AMENDMENT OF BYLAWS

Section 1. These bylaws can be amended at any regular meeting of the student council by a two-thirds (⅔) vote, provided that the amendment has been submitted in writing at the previous regular meeting. A hand count must then be taken in homerooms within one week after the student council as to the adoption or rejection of an amendment, a majority of the student body being needed to legalize the amendment.

Section 2. Each representative must bring a count of her/his homeroom vote, written in ink and signed by the homeroom teacher, to the president on the morning of the vote. The executive committee shall count and tabulate all homeroom votes.

AGENDA FOR A SAMPLE STUDENT COUNCIL MEETING

Date_____

I. Call to Order

II. Invocation

III. Roll Call

IV. Approval of the Minutes of Last Meeting

V. Officers' Reports

1. President — The president spoke to the principal yesterday about the motion passed last week concerning students sitting in on faculty meetings. The principal said. . . The president then asked. . .
2. Vice President — The vice president was requested by the president to attend a meeting of the county school student rights committee. At the meeting. . . The vice president recommends. . .
3. Recording Secretary — All reports must be turned in by 3:00 P.M.
4. Corresponding Secretary — Copies of the motion concerning students attending faculty meetings will be put in teachers' mailboxes today.
5. Treasurer's Report — Balance on hand, November 11, 1971, $436.85. Receipts — Thanksgiving Dance-$320.00, Bake Sale-$15.00. Total Receipts — $335.00; Total — $771.85. Disbursements — band for dance-$200.00, dance other-$20.00. Total disbursements — $220.00; Balance on hand — $551.85.

VI. Standing Committee Reports

Social Committee — The Thanksgiving dance made $320.00. A financial report has been submitted to the treasurer. The committee evaluated the dance, and the report is in the file.

VII. Special Committee Reports

The committee appointed last meeting to investigate the possibilities of adopting an orphan in a foreign country contacted Save the Children. For $200.00 a year we can adopt an orphan in Ecuador, therefore, the committee recommends. . .

VIII. Special Orders

IX. Old Business (General Orders)

X. New Business (General Orders)

1. Moved to set up a committee to investigate the legibility of the ban on student smoking in designated areas.

   Victor Trola moved:

   "I move to set up a committee to investigate the legality of the ban on student smoking in designated areas."

   This motion passed by general consent.

2. Moved to request that the PTA allow students to sit in and participate in executive committee meetings.

   Spud Tater moved:

   "I move that we request the PTA to allow students to sit in and participate in executive committee meetings of the PTA."

   Susan Cue amended the motion to add:

   "and general assembly meetings" after "executive committee" in the original motion.

   The amendment passed 24-8.

   The motion was passed as amended 24-8.

XI. Announcements

1. The special projects committee will meet today at 3:00 P.M.

XII. Adjourn

EXPLANATION OF THE SAMPLE AGENDA

I. Call to order is done by the chairman.

II. Invocation is optional depending on the formality of the organization.

III. Roll call can be time consuming, especially if each person's name is called. Other ways to take roll include (1) having assigned seats; (2) passing around a sheet of paper to sign; (3) getting signed in or out by someone at the door. The recording secretary can take attendance, but it may be more advantageous by giving this assignment to someone else.

IV. Approval of the minutes can take much time if the minutes are read aloud. Time is saved by having the minutes from the last session passed out in the beginning of the meeting, so people can read them silently. The chairman should ask, "Are there any corrections or additions to the minutes?" Seeing none they stand approved (or stand approved as corrected).

V. Officers' reports should be as brief as possible. To save time and insure accuracy, they can be given in writing with a verbal explanation, if necessary. If an officer makes a recommendation, its form and content should resemble a committee recommendation. (See VI.) After the report is given, the chairman should restate the recommendation and ask for a second. It then becomes an original main motion. The treasurer's report should be as brief and uncomplicated as possible. Questions about it should be allowed, as for all officers' or committees' reports. Detailed ledgers should be kept for examination on the request of any member.

VI. Standing committees include those committees which serve all year and are usually mentioned in the constitution. In the case of the standing committee report given, no motion for adoption is necessary because only facts are presented.

VII. Special committees are appointed for a limited time and a specific purpose, and their existance terminated with the final report to the assembly. In the case of the special committee report in the agenda a motion for its adoption is necessary because it makes a recommendation. The motion, to adopt, is an incidental main motion. A detailed committee report that offers a recommendation for the assembly should include:

1. A description of the way in which the committee undertook its task.
2. The information gathered or the facts discovered.
3. The findings or conclusions derived from the facts or information.
4. Resolutions or recommendations.

VIII. Special orders only become a specific category in a business meeting when special orders are left over from the last session. They are then taken up in the order that they were to have been considered in the last session.

IX. Old Business (General Orders)

1. A question that was pending at the last session when it adjourned.
2. Any unfinished business at the last session that did not come up.
3. Any general orders from the last session that were not reached.
4. Matters made general orders by a majority vote.

A motion to take from the table is in order at this time if no motion is pending.

X. New Business — Motions that introduce new items of business or motions to take from the table are in order at this time.

XI. Announcements must be made before the meeting is adjourned and motions are out or order at this time. However, the chairman has the right to make important announcements at any time.

XII. Adjournment ends not only the meeting but also the session. The next time the assembly convenes it must start from the beginning of the agenda.